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ABSTRACT

The National Center for Education Statistics recently released results of the 1993-94 Schools and Staffing Survey (SASS). SASS, an integrated survey of public and private schools, school districts, principals, and teachers, is the most comprehensive survey of the school work force and teacher supply and demand ever conducted in the United States. First administered in 1987-88, SASS was repeated in 1990-91 and in 1993-94. From now on, it will be repeated at 5-year intervals, with the next administration planned for 1998-99. One year after the SASS, the Teacher Followup Survey collects information from SASS teachers, sampling those who have left teaching and those who have continued to teach. This report uses SASS data to develop a comprehensive portrait of public and private schools and staffing in the United States by focusing on school characteristics. Each table provides data separately for public and private schools. Within each sector, data are shown by community type and then by school level, size, and percent minority enrollment. The nation's 107,000 schools enrolled a total of 46.6 million students in 1993-94. About 5 million were enrolled in private schools. Students were served by about 2.9 million teachers in that year. Appendixes present public school, state, and private school tables, standard errors for selected tables, and technical notes. (Contains 41 figures, 64 tables, and 38 appendix tables.) (SLD)

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Schools and Staffing in the United States: A Statistical Profile, 1993–94

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FOREWORD

The National Center for Education Statistics (NCES) has recently released the 1993–94 Schools and Staffing Survey (SASS). SASS, an integrated survey of public and private schools, school districts, principals, and teachers, is the most comprehensive survey of the school work force and teacher supply and demand ever conducted in the United States. First administered in 1987–88, SASS was repeated in 1990–91 and again in 1993–94. From now on, it will be conducted at 5-year intervals, with the next administration planned for 1998–99. One year after SASS, the Teacher Followup Survey (TFS) collects information from SASS teacher respondents, sampling from those who have left teaching and those who have continued to teach at the same or another school.

This report uses the 1993–94 SASS data to develop a comprehensive portrait of public and private schools and staffing in the United States. As in the previous *Statistical Profiles* (NCES 92-120 and NCES 93-146), the information is presented in the context of school characteristics. Each table provides data separately for public and private schools. Within each sector, data are shown by community type, and within community type, by school level, size, and percent minority enrollment. This report, therefore, enables local educators and policymakers to compare conditions in their schools with conditions in similar types of schools nationally. Because many of the same questions were asked in each of the three surveys, trends since 1987–88 are discussed as well.

Previous *Statistical Profiles* have proved valuable to policymakers and educators. We hope that this edition will also be useful to them as they seek to understand the important educational issues of our time and to develop policies and programs to meet the educational needs of our children.

Paul Planchon, Associate Commissioner
Surveys and Cooperative Systems Group

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At NCES, Sharon Bobbitt, Dan Kasprzyk, and Marilyn McMillen of the Surveys and Cooperative Systems Group reviewed several drafts of the report and made suggestions that improved the final product.[1] The authors also appreciated the useful comments of the following NCES staff members: Sue Ahmed of the Statistical Standards and Services Group, John Sietsema of the Surveys and Cooperative Systems Group, and Mary Rollefson of the Data Development and Longitudinal Studies Group. In addition, Jack Klenk of the Office of Non-Public Education and Weizhong "Tim" Tang of the National Education Association contributed helpful comments and suggestions.

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[1] Sharon Bobbitt now works in the Office of Reform Assistance and Dissemination in the Office of Educational Research and Improvement.

HIGHLIGHTS

This report summarizes findings from the 1993–94 Schools and Staffing Survey (SASS). It also provides some comparisons with the earlier administrations of this survey in 1987–88 and 1990–91.

TRENDS: 1987–88 TO 1993–94

- The number of students per full-time-equivalent (FTE) teacher and average class sizes have declined, but most of the decrease occurred between 1987–88 and 1990–91 (table 1.2).
- The percentage of students who belonged to a minority racial–ethnic group increased from 28 percent in 1987–88 to 32 percent in 1993–94 (table 1.3).
- The proportion of teachers belonging to a minority racial–ethnic group increased only slightly between 1987–88 and 1993–94, from 12 percent to 13 percent (table 1.4).
- Prekindergarten and extended-day programs have become increasingly common. In 1993–94, 30 percent of all public schools offered care before and/or after school, about double the percentage that had offered care in 1987–88 (figure 1.4).
- Although public school teachers' satisfaction with their working conditions did not change between 1987–88 and 1993–94, private school teachers were more likely to be satisfied in 1993–94 than in 1987–88 (table 1.12).
- Teachers were more likely to report that they certainly would become teachers if given the chance to start over, but in 1993–94 they seemed less likely to consider teaching a permanent career than they did in 1987–88 (figures 1.6 and 1.7).
- In constant dollars, scheduled salaries for public school teachers declined between 1987–88 and 1993–94, while scheduled salaries for private school teachers have increased (table 1.13).

SCHOOLS AND STUDENTS

- The nation's 107,000 schools enrolled a total of 46.6 million students in 1993–94 (table 2.1).
- About 41.6 million students were enrolled in 81,000 public schools, while the remaining 5 million students were enrolled in 26,000 private schools (table 2.1).
- The average public school in central cities and urban fringe communities had over 600 students, while in rural areas the average public school had about 400 students (table 2.2).
- Sixteen percent of all elementary and secondary students were black; 12 percent were Hispanic; 1 percent were Native American; and 3 percent were Asian/Pacific Islander (table 2.3).
- Public schools were more likely than private schools to offer bilingual and ESL services, just as limited English proficient students were more likely to be enrolled in public schools than private ones (tables 2.3 and 2.4).
- In 1993–94, 30 percent of public and 48 percent of private elementary and combined schools offered extended-day programs (table 2.6).

THE WORK FORCE

- There were approximately 2.9 million elementary and secondary school teachers in 1993–94—2.6 million in public schools and 380,000 in private schools (table 3.1).
- Nearly half of all schools had no minority teachers, while 13 percent of all schools had at least 30 percent minority teachers (table 3.6).
- Fifty-one percent of all new teachers have participated in a teacher induction program (table 3.8).
- Ninety-seven percent of all teachers engaged in some form of professional development activity in 1993–94 (table 3.11).

TEACHING ASSIGNMENTS

- About 91 percent of public school teachers and 80 percent of private school teachers held full-time teaching assignments in 1993–94 (table 4.2).
- Full-time teachers were required to spend an average of 33 hours per week in school, but spent additional time on school-related activities (table 4.3).
- Elementary school teachers in self-contained classrooms spent an average of 21 hours per week teaching the four core subjects (table 4.4).
- On average, departmentalized classes had 23 students in public schools and self-contained classes had 25 students (table 4.5).

COMPENSATION

- In 1993–94, full-time teachers earned an average base salary of $34,200 in public schools and $22,000 in private schools (table 5.2).
- The average salary for a teacher with a bachelor's degree and no experience was $21,900 in public school districts and $16,200 in private schools (table 5.3).
- Overall, 84 percent of teachers and 85 percent of principals received medical insurance paid for entirely or in part by their districts or schools (tables 5.4 and 5.5).
- Thirty-one percent of public school districts provided step increases on their salary schedules for completing inservice training or college credits (table 5.6).
- In the Northeast, 98 percent of the districts had collective bargaining agreements, a much greater proportion than in other regions of the country (table 5.7).

OPINIONS AND PERCEPTIONS

- When presented with eight goals of schooling and asked to choose the three that were most important to them, about 60 percent of both public and private school principals chose "promoting academic excellence" as one of the three (table 6.1).
- About 25 percent of all teachers and about 10 percent of all principals reported that students' lack of preparation to learn and a lack of parent involvement were serious problems in their schools (tables 6.2 and 6.3).
- Eighty-nine percent of school principals reported that they had a great deal of influence on decisions regarding school discipline policy, compared with 38 percent of teachers (tables 6.5 and 6.6, figure 6.3 and 6.4).
- Overall, 11 percent of public school teachers were highly satisfied with their working conditions, compared with 36 percent of private school teachers (table 6.7).
- Nearly 40 percent of public school teachers and more than 50 percent of private school teachers

said they certainly would become teachers again (table 6.8).

TEACHER SUPPLY AND DEMAND

- In both public school districts and private schools only about 0.3 percent of teaching positions were left vacant or filled by a substitute teacher and another 0.2–0.3 percent of teaching positions were withdrawn because a qualified applicant could not be found (table 7.1).
- In 1993–94, about one-fifth of public school districts and one-quarter of private schools offered free teacher training to prepare teachers to teach in fields with current or anticipated shortages (table 7.5).
- In 1993–94, about 11 percent of public school teachers and 16 percent of private school teachers had been newly hired by their schools (table 7.6).

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CHAPTER 1 • INTRODUCTION

BACKGROUND

Calls for reform and efforts to improve what and how we teach our children began with the first schools. Although the particular problems that seem most pressing and the directions that reform efforts take change frequently, some general issues endure. The education community regularly reconsiders how to structure schools, who should teach and how they should prepare for this responsibility, what should happen in the classroom, who should participate in decision making about curriculum and school management, and how schools should relate to the larger community.

Debates about school reform are most productive when policymakers have accurate and reliable information on the organization and structure of schools, the programs and policies being implemented, the characteristics, attitudes, and perceptions of the teachers and principals, and the adequacy of the teacher supply. To support the need for information on these topics, this report uses the 1993–94 Schools and Staffing Survey (SASS) to construct a comprehensive statistical profile of public and private schools and staff in the United States. It emphasizes variation by type of community, and, within community type, distinguishes schools by level, size, and percent minority enrollment.

To provide a broader context within which to view these data, this first chapter, after briefly describing SASS, discusses some of the trends in schools and staffing observed from examining the SASS data collected in the 1987–88, 1990–91, and 1993–94 school years. The discussion highlights changes over time in the characteristics of schools, students, and teachers; teacher preparation and professional development; school programs and services; school management; school climate; and teacher compensation.

AN OVERVIEW OF THE SCHOOLS AND STAFFING SURVEY

SASS remains the largest and most thorough national integrated survey of districts, schools, administrators, and teachers ever undertaken in the United States. The National Center for Education Statistics (NCES) first conducted this survey in 1987–88, repeating it in 1990–91 and 1993–94. In the future, SASS will be administered at 5-year rather than 3-year intervals. The 1993–94 sample consisted of approximately 53,000 public and 10,000 private school teachers from more than 9,000 public and 3,000 private schools.[1]

Schools were the primary sampling unit. The public school districts (LEAs) associated with the selected schools and the schools' principals were all included. Teachers were sampled from the selected schools (an average of about five per school). Because of the integrated structure of SASS, data collected from teachers can be linked to data collected from schools, principals, and public school districts. The sample size and design support national estimates for schools and teachers, state estimates for public elementary and secondary schools and teachers, and national estimates by association or affiliation group for private schools and teachers.[2]

The 1993–94 SASS contained the following questionnaires:

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[1] The sample selection procedure is discussed briefly in appendix C and in detail in U.S. Department of Education, National Center for Education Statistics, *1993–94 Schools and Staffing Survey: Sample Design and Estimation*, NCES 96–089 (Washington, D.C.), forthcoming.

[2] Appendix C contains a list of the association and affiliation groups.

- The *Teacher Demand and Shortage Questionnaire for Public School Districts (LEAs)*, which collected information on student enrollment, teaching positions, and district programs and policies from the public school districts.

- The *School Questionnaire*, which collected information on basic school characteristics such as size, type of school, and student characteristics, and on staffing patterns, programs and services, and school policies. The questionnaire for private schools included the questions that public school districts were asked in the Teacher Demand and Shortage Questionnaire.

- The *School Principal Questionnaire*, which collected information on principals' demographic characteristics, education, experience, compensation, and perceptions of the school environment, and on the importance they placed on various educational goals.

- The *Teacher Questionnaire*, which collected information on teachers' teaching status, experience, training, current teaching load, perceptions and attitudes toward teaching, future plans, compensation, and demographic characteristics.

NCES has modified the survey design and content across the three administrations, and these modifications must be kept in mind when comparing data presented here with data published in earlier *Statistical Profiles*.[3] The changes are summarized in appendix C.

The most important change for the purposes of this report is how "community type" is defined. In 1990–91 and 1993–94, community type was derived from the locale code, whereas in 1987–88 it was based on school administrators' reports of community type.[4] Because locale codes are a more reliable indicator of community type, they have now been added to the 1987–88 data files to allow comparisons by community type across all three SASS administrations. All comparisons by community type made in this report are based on the updated definition. However, readers should not compare data by community type in the 1990–91 and 1993–94 *Statistical Profiles* with those published in the 1987–88 *Statistical Profile*.

TRENDS IN SCHOOLS AND STAFFING: 1987–88 TO 1993–94

The three administrations of SASS allow comparisons over a 6-year period. Some aspects of schools and staffing have stayed the same during this time, but others have changed and new areas of interest have emerged, prompting revision and expansion of the SASS data collection. Among the areas addressed in more detail in the most recent survey are the variety of programs and services schools provide; teacher education and certification; teacher professional development; and the influence of various participants in school decision making.

The remainder of this chapter highlights some of the more important changes in schools and staffing over the past 6 years, keeping in mind topics currently of particular interest to the education community. The discussion of trends here is selective, not exhaustive. Some additional changes over time are described in later chapters, and others are left for future analyses. Because of the need to be concise here, comparisons have been limited for the most part to public versus private, with occasional references to differences by community type. However, SASS provides a rich source of data for other researchers to explore patterns of change in more detail.

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[3] U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing in the United States: A Statistical Profile, 1987–88*, NCES 92–120 (Washington, D.C., 1992) and U.S. Department of Education, National Center for Education Statistics, *Schools and Staffing in the United States: A Statistical Profile, 1990–91*, NCES 93–146 (Washington, D.C., 1993).

[4] The locale code is based on the school's mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. The locale codes were aggregated into three community types. See appendix C for a detailed definition of each community type. In 1987–88, administrators were asked "Which of the following best describes the community in which this school is located" and given ten possible responses. These were aggregated into three categories: urban, suburban, and rural/small city.

Schools, Students, and Teachers

Enrollment in elementary and secondary schools has increased.

The postwar baby boom resulted in growth in the elementary and secondary school population in the 1950s and 1960s. Enrollment peaked in 1971 and declined thereafter each year until 1985, when it began to increase again. Between 1987–88 and 1993–94, total enrollment increased by about 8 percent. Most of this growth was in the elementary grades in public schools, where the increase was 12 percent.[5] Students were about evenly divided among the three community types in 1987–88, with no remarkable change in the distribution by 1993–94 (table 1.1).

The number of students per FTE teacher and average class size has declined.

Table 1.1—Percentage distribution of public and private school students by community type: 1987–88 to 1993–94

	Central city	Urban fringe	Rural
		Total	
1987–88	32.3	32.4	35.2
1990–91	31.0	32.0	37.0
1993–94	31.0	33.0	36.1
		Public	
1987–88	30.8	31.8	37.4
1990–91	29.7	31.2	39.1
1993–94	29.2	32.6	38.2
		Private	
1987–88	44.2	37.3	18.5
1990–91	42.2	38.7	19.1
1993–94	45.5	36.4	18.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (School Questionnaire).

How teachers and students are matched in schools and classrooms has an important impact on teachers' workloads and thus on the amount of individualized attention they can give to their students. The number of students per full-time-equivalent (FTE) teacher and the average sizes of both self-contained classes (found mainly in elementary schools) and departmentalized classes (found mainly in secondary schools) were lower in 1993–94 than in 1987–88 (table 1.2).

Table 1.2—Average students per FTE teacher and average class size in public and private schools: 1987–88 to 1993–94

	Total	Public	Private
		Students/FTE teacher	
1987–88	17.1	17.5	15.8
1990–91	16.5	16.7	16.1
1993–94	16.4	17.0	14.5
		Class size: self-contained classes	
1987–88	25.6	26.0	22.6
1990–91	24.2	24.7	20.7
1993–94	24.8	25.2	22.5
		Class size: departmentalized classes	
1987–88	23.5	23.8	20.7
1990–91	22.6	23.1	19.6
1993–94	22.7	23.2	19.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (School and Teacher Questionnaires).

However, most of the decreases occurred in the first half of the period (between 1987–88 and 1990–91). Over the next 3 years, the average ratio of students to FTE teachers went up slightly in public schools, and the average size of self-contained classes increased in both public and private schools. The average size of departmentalized classes remained stable in both sectors between 1990–91 and 1993–94.

The percentage of minority students has increased.

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[5] Calculated from U.S. Department of Education, National Center for Education Statistics, *Digest of Education Statistics 1995* (Washington, D.C., 1995), table 3.

In 1987–88, 28 percent of all students belonged to a minority racial–ethnic group, but by 1993–94, 32 percent were minority (table 1.3). The proportions of Hispanic and Asian students have increased, while the proportion of black, non-Hispanic students has remained about the same. Particularly interesting is the increase in the percentage of students outside central cities attending schools with 20 percent or more minority students and the recent decrease in the percentage of students in central cities in this position (figure 1.1).

Table 1.3—Percentage of public and private school students who were minority: 1987–88 to 1993–94

	Total	Public	Private
	All minorities		
1987–88	28.0	29.3	18.9
1990–91	30.4	31.4	21.7
1993–94	31.5	32.7	22.1
	Black, non-Hispanic		
1987–88	15.3	16.3	8.1
1990–91	15.3	16.1	8.3
1993–94	15.5	16.3	9.3
	Hispanic		
1987–88	9.1	9.4	7.1
1990–91	10.8	11.1	8.6
1993–94	11.5	11.9	10.5
	Asian		
1987–88	2.6	2.5	3.2
1990–91	3.0	2.9	4.1
1993–94	3.4	3.4	4.1

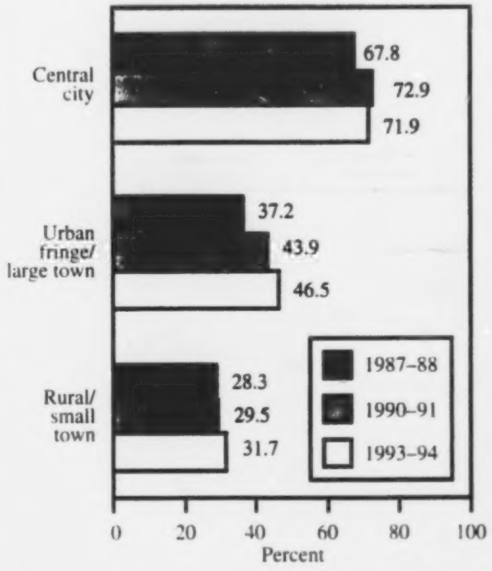
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (School Questionnaire).

The percentage of public schools offering ESL programs has increased.

Students with limited English proficiency (LEP) are concentrated in the public schools. In 1993–94, 5 percent of public school students were identified as LEP students, compared with only 1 percent of private school students (table 2.3). The percentage of public schools offering ESL (English as a second language) programs has increased since 1987–88, but there has been a slight decline in the percentage offering bilingual programs (figure 1.2).[6]

The proportion of minority teachers has increased only slightly.

Figure 1.1—Percentage of students enrolled in schools with 20 percent or more minority students, by community type: 1987–88 to 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (School Questionnaire).

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[6] Limited English proficient refers to students whose native or dominant language is other than English and who have sufficient difficulty speaking, reading, writing, or understanding the English language as to deny them the opportunity to learn successfully in an English-speaking-only classroom. ESL programs provide LEP students with intensive instruction in English. Bilingual programs provide LEP students with at least some instruction in their native language (for example, transitional bilingual education or structured immersion).

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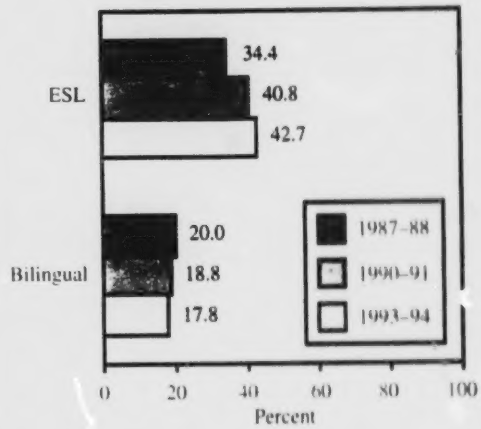
Figure 1.2—Percentage of public schools providing English as a second language (ESL) and bilingual education programs: 1987–88 to 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (School Questionnaire).

In 1993–94, the proportion of minority teachers (13 percent) was still far smaller than the proportion of minority students (32 percent) (tables 1.3 and 1.4). Overall, only a very slight increase in the percentage of minority teachers has occurred since 1987–88 (from about 12 percent to about 13 percent).

Although exposure to minority teachers is considered desirable for nonminority as well as minority students, as of 1993–94, 48 percent of all schools still had no minority teachers at all (42 percent of all public schools and 66 percent of all private schools). Among private central city schools, however, the percentage with no minority teachers decreased during the 6-year period.

The percentage of minority principals increased somewhat between 1987–88 and 1993–94, from 11 to 14 percent.[7] At the same time, the percentage of public school principals who considered multicultural awareness one of their three most important educational goals also increased, from 7 percent to 11 percent between 1990–91 and 1993–94.[8]

Vacancies in ESL, foreign languages, and special education have remained the most difficult to fill, but vacancies in ESL and special education were slightly less difficult to fill in 1993–94 than in 1990–91.[9]

In 1990–91, at least one-quarter of the schools with vacancies in ESL, foreign languages, or special education found them very difficult or impossible to fill (table 1.5). In 1993–94, however, smaller percentages of schools had problems filling vacancies in two of these three fields—ESL and special education. Public schools with vacancies in other fields appear to have had about the same amount of difficulty filling them in 1993–94 as in 1990–91. Private schools with vacancies, in contrast, appeared to have had less difficulty in all fields, although the differences in English and biology were not statistically significant.

Teacher Preparation and Professional Development

Teachers' educational qualifications and years of experience have remained about the same.

Recent efforts to improve the quality of teacher preparation have focused more on the content of what prospective teachers are taught and on how they are educated than on increasing the number of teachers with advanced degrees. Thus, it is not surprising that overall teacher educational attainment remained about the same. In each of the three sur-

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[7] Table 3.5 and NCES, *Schools and Staffing in the United States, 1987–88*, 32.

[8] Table 6.1 and NCES, *Schools and Staffing in the United States, 1990–91*, 86.

[9] The decrease in the percentage of schools that found foreign language positions very difficult or impossible to fill was not statistically significant for all schools or public schools, but was for private schools.

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Table 1.4—Percentage of teachers who were minority, by sector, and percentage of schools with no minority teachers, by sector and community type: 1987–88 to 1993–94

	Percentage of teachers who were minority			Percentage of schools with no minority teachers								
					Public				Private			
	Total	Public	Private	All schools	Total	Central city	Urban fringe	Rural	Total	Central city	Urban fringe	Rural
1987–88	11.9	12.5	6.9	49.8	43.8	17.4	37.1	61.1	67.1	53.9	65.4	83.7
1990–91	12.8	13.5	7.8	49.2	43.9	15.8	33.7	62.1	66.3	49.2	65.6	83.9
1993–94	12.8	13.5	8.1	47.9	42.3	17.1	34.3	58.8	65.5	46.7	67.9	86.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (School and Teacher Questionnaires).

Table 1.5—Percentage of schools with vacancies that found it very difficult or impossible to fill those vacancies: 1990–91 and 1993–94*

	General elementary	Special education	English	Mathematics	Physical science	Biology or life science	ESL or bilingual ed.	Foreign language
				All schools				
1990–91	3.1	26.1	5.2	14.3	19.5	16.2	37.1	27.0
1993–94	2.5	20.1	3.8	14.3	18.4	16.1	25.8	24.2
				Public schools				
1990–91	2.3	25.9	4.7	12.1	16.2	13.2	38.2	26.3
1993–94	2.1	20.3	3.7	14.1	17.3	15.2	27.2	26.0
				Private schools				
1990–91	6.0	28.3	6.9	21.6	28.1	24.0	26.3	29.0
1993–94	3.4	16.5	4.0	15.1	21.1	18.2	—	20.1

*Not asked in 1987–88.

—Sample size too small for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91, and 1993–94 (School Questionnaire).

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veys, 53 percent of all teachers had a bachelor's as their highest degree earned, and about 46 percent had more than a bachelor's degree (table 1.6). The average number of years of teaching experience remained the same, about 14 to 15 years.

Many states now offer alternative teacher certification procedures, but a very small percentage of teachers have been using them.

In recent years, many states have developed new types of teaching credentials designed to make it easier for individuals who have not been through traditional teacher education programs to join the teaching force. In 1993–94, teachers were given a wider range of options in reporting their type of certification than in previous surveys. About 1 percent of all public school teachers reported that they had been certified through an alternative certification program, and another 2 percent reported that they had a provisional certificate that is granted to persons participating in an alternative certification program (table 3.9). Almost every state had some public school teachers with one or both of these types of certification. Public school teachers with emergency certificates or waivers that are issued to persons who must complete a regular certification program in order to continue teaching were found in relatively few states.

Participation in teacher induction programs has become much more common, and almost all teachers participated in some type of professional development during 1993–94.

Increasing attention is being paid to how beginning teachers are prepared for entering the classroom and to teachers' professional development throughout their careers. Participation in formal teacher induction programs (programs that help beginning teachers by assigning them to master or mentor teachers) appears to have increased dramatically in recent years. In 1993–94, new public school teachers (those with 0–3 years of experience) were much more likely than those who had been teaching for 10 or more years to have participated in such a program (56 percent compared with 16–17 percent) (figure 1.3).

Although induction programs are currently much less common in private schools than public schools, they appear to have been used over a longer period of time in private schools. Among teachers with 20 or more years of experience, private school teachers were more likely than public school teachers to have participated in such programs.

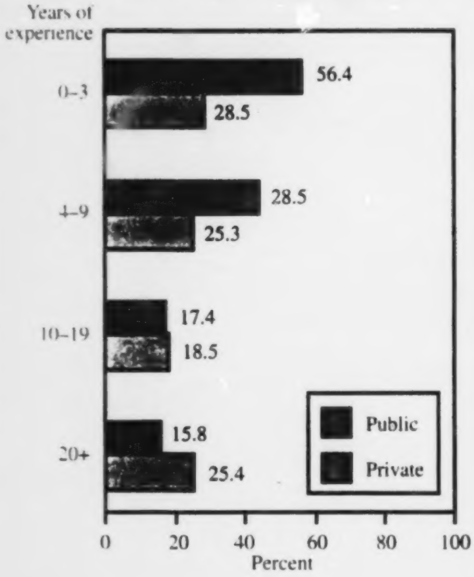
Almost all teachers (97 percent) participated in some type of professional development during 1993–94 (table 3.11). Because of the growing inter-

Table 1.6—Percentage distribution of teachers by highest degree earned and average years of teaching experience: 1987–88 to 1993–94

	Less than a bachelor's	Bachelor's	Master's	Education specialist	Ph.D. or prof. degree	Average years experience
1987–88	1.1	53.1	38.9	5.9	1.0	14.2
1990–91	1.4	53.1	40.2	4.4	0.9	14.8
1993–94	1.5	52.9	40.4	4.4	0.9	14.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (Teacher Questionnaire).

Figure 1.3—Percentage of public and private school teachers who have participated in teacher induction programs, by years of experience: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

est in professional development, the 1993–94 SASS greatly expanded the scope of the data collection on the types of activities in which teachers participated (see chapter 3).

School Programs and Services

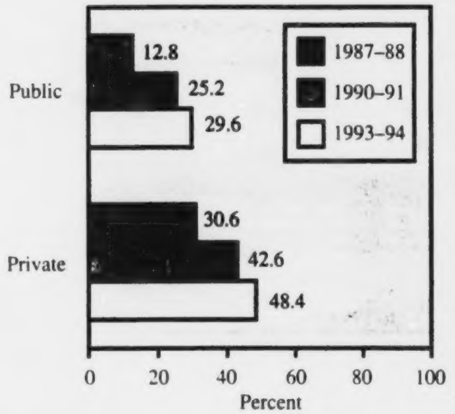
Prekindergarten and extended-care programs have become increasingly common.

In recent years, early childhood education to help ensure that children start school ready to learn basic reading, writing, and math skills has become an important policy concern. In 1990–91, 17 percent of all public schools offered prekindergarten programs, but by 1993–94 the percentage had increased to 30 percent.[10] Private schools were not asked about prekindergarten programs until 1993–94, but by then 46 percent had them.

In response to the needs of working parents, schools have begun providing extended-day programs, and the growth in the number of these programs has been dramatic. In 1993–94, 30 percent of all public schools offered care before and/or after school, about double the percentage that had offered care in 1987–88 (figure 1.4). Almost one-half (48 percent) of private schools offered care in 1993–94, up from 31 percent in 1987–88.

More schools are providing diagnostic and therapeutic services to students with learning problems, but some other types of services have become less common.

Figure 1.4—Percentage of public and private elementary and combined schools offering extended-day programs: 1987–88 to 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (School Questionnaire).

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[10] Table 2.6 and NCES, *Schools and Staffing in the United States, 1990–91*, 16.

For the most part, changes in the percentages of schools offering the programs and services asked about in all three SASS administrations were relatively small. Most notable was an increase in the proportion of schools providing services by professionals to diagnose student learning problems and to plan and provide necessary therapeutic or educational programs—from 65 percent in 1987–88 to 73 percent in 1993–94 (table 1.7). Between 1990–91 and 1993–94, there was a slight increase in the percentage of schools providing services for students with disabilities. In addition, there was a slight decline between 1990–91 and 1993–94 in the percentage of schools that had libraries and that offered programs for the gifted and talented, which had increased in the previous 3 years.

Good health is an important precondition to successful performance in school. To improve student access to health care services, many schools are providing health-related services. Schools were questioned about certain health-related services for the first time in 1993–94, and a large number of schools reported providing them: 88 percent had drug, alcohol, and/or tobacco use prevention programs; 52 percent offered medical health care services by professionals to diagnose and treat students' health problems; and 31 percent provided substance abuse counseling (table 2.5).

School Management

Principals have become more likely to include academic excellence, occupational/vocational skills, and human relations skills among their three most important goals.

Principals' tendencies to rank particular goals as among their most important have changed somewhat, probably reflecting at least in part public debates regarding education priorities and reforms. Consistent with the increasing concern about students' abilities to perform in the workplace, public school principals were slightly more likely in 1993–94 than in 1990–91 to report that academic excellence, occupational/vocational skills, and promoting human relations skills were among their three most important goals, and were less likely to choose personal growth, especially in public schools (table 1.8).

Among private school principals, encouraging specific moral values was reported to be an important goal somewhat more often in 1993–94: 28 percent rated it as one of their three most important goals, compared with 23 percent in 1990–91

Table 1.7—Percentage of schools providing selected services to students: 1987–88 to 1993–94

	Diagnostic/ prescriptive	Disability-related	Remedial	Chapter 1 (public)	Gifted and talented	Library
1987–88	64.8	72.4	76.7	59.7	61.8	—
1990–91	71.5	69.6	76.8	66.5	64.2	93.7
1993–94	73.0	73.4	76.2	61.6	59.5	91.9

—Not asked in 1987–88.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (School Questionnaire).

Table 1.8—Percentage of principals who rated each of eight goals as their first, second, or third most important goal: 1990–91 to 1993–94*

	Basic literacy skills	Academic excellence	Occupational/ vocational skills	Work habits/ self-discipline	Personal growth	Human relations skills	Specific moral skills
			All principals				
1990–91	69.7	59.9	10.7	54.6	59.0	16.0	9.7
1993–94	66.0	62.7	12.9	53.8	48.8	21.3	11.5
			Public school principals				
1990–91	76.3	60.2	12.5	58.0	62.5	17.7	5.7
1993–94	72.1	62.9	15.2	57.7	50.3	24.3	6.3
			Private school principals				
1990–91	47.8	59.0	4.9	43.2	47.6	10.5	22.6
1993–94	46.4	62.0	5.9	41.5	43.7	11.7	27.8

*Not asked in 1987–88.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1990–91, and 1993–94 (Principal Questionnaire).

Principals' ratings of their own influence on establishing curriculum have not changed much; although more principals think teachers have a great deal of influence, teachers do not share this perception.

Many school reform efforts have focused on improving the ways in which district administrators, principals, and teachers work together and also on how school decisions are made. Trends in principals' and teachers' perceptions of the influence that various participants have in making school decisions serve as important indicators of the ways in which school management is changing (or not changing).

One central area of responsibility is establishing curriculum. Principals' ratings of their own influence on establishing curriculum did not change much between 1987–88 and 1993–94: about 60 percent of principals have thought they had a great deal of influence throughout this period.[11] However, the percentage of principals reporting that teachers had a great deal of influence on establishing curriculum has increased (figure 1.5), with this change occurring in an earlier time period in the private sector than in the public. In contrast, teachers' own perceptions of their influence did not change in any meaningful way.

Principals have become more likely to think that they have a great deal of influence in certain areas, but, for the most part, teachers have not.

In 1993–94, principals were more likely to think that they had a great deal of influence in hiring full-time teachers and in setting discipline policy than they did in 1987–88, although the size and timing of the

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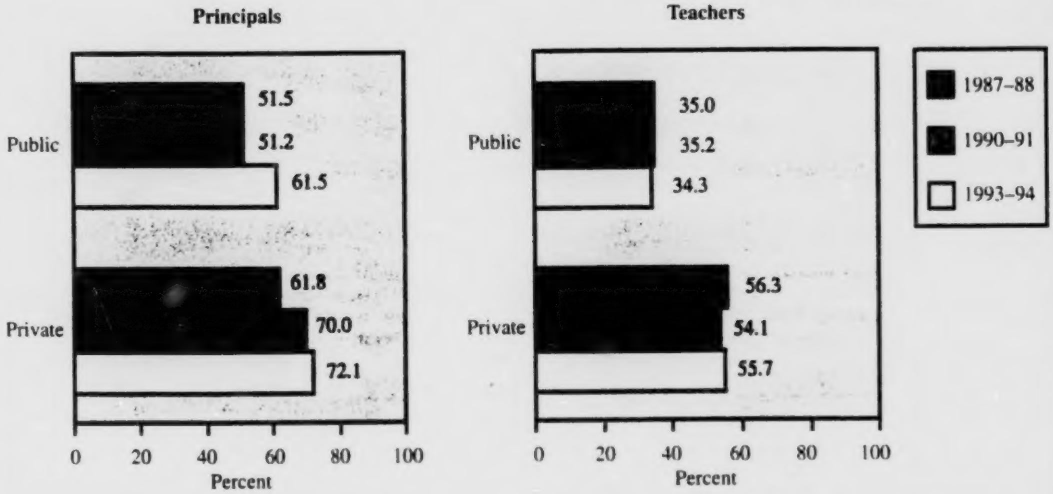
[11] Table 6.4; NCES, *Schools and Staffing in the United States, 1987–88*, 96-97; and NCES, *Schools and Staffing in the United States, 1990–91*, 100-101.

Figure 1.5—Percentage of public and private school principals and teachers who thought that teachers had a great deal of influence in establishing curriculum: 1987–88 to 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (Principal and Teacher Questionnaires).

increases varied by sector (table 1.9). Private school teachers were more likely to think that they had a great deal of influence on setting discipline policy than they did in 1987–88, but otherwise teachers' perceptions of their own influence in setting discipline policy or in determining the content of in-service programs did not change (table 1.10).

Teachers were asked for the first time in 1993–94 about how much influence they thought they had in hiring new full-time teachers, evaluating teachers, and deciding how the school budget was spent. In both public and private schools, no more than 10 percent thought that they had a great deal of influence in any of these areas (table 6.6).

School Climate

In each administration of SASS, teachers and principals have been asked to rate the seriousness of various problems in their schools. In general, teachers have been more likely than principals to rate a given problem as serious in their school (see chapter 6).

The first five problems listed in table 1.11 were the ones teachers most frequently rated as serious in 1987–88. In the late 1980s, there was some decline in the percentage of teachers who thought that student absenteeism, alcohol use, drug abuse, and verbal abuse of teachers were serious problems, but further declines did not occur in the early 1990s. In fact, the percentage of teachers who thought that drug abuse, alcohol use, and verbal abuse of teachers were serious problems increased again.

Teachers have viewed some of the problems added to the list since 1987–88 as more serious than those asked about the first time. The second five problems listed in table 1.11 are the ones most frequently rated as serious in 1993–94. About one-quarter of all teachers reported that students coming to school unprepared to learn and the lack of parent involvement were serious problems in their schools. In particular, student disrespect of teachers was more likely to be seen as a serious problem, especially considering the increase in the percentage who thought that verbal abuse of teachers was a serious problem. All of the other problems were also seen as slightly more serious in 1993–94.

Table 1.9—Percentage of public and private school principals who thought that they had a great deal of influence on hiring full-time teachers and setting discipline policy: 1987–88 to 1993–94

	Total	Public	Private
	Hiring full-time teachers		
1987–88	78.2	75.1	87.8
1990–91	83.5	81.4	90.5
1993–94	86.1	84.6	90.9
	Setting discipline policy		
1987–88	83.0	80.6	90.3
1990–91	86.6	84.5	93.4
1993–94	88.8	86.9	95.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (Principal Questionnaire).

Table 1.10—Percentage of public and private school teachers who thought that they had a great deal of influence on setting discipline policy and determining the content of inservice training: 1987–88 to 1993–94

	Total	Public	Private
	Setting discipline policy		
1987–88	37.3	34.8	55.9
1990–91	39.1	37.0	54.4
1993–94	38.0	34.9	59.2
	Determining content of inservice training		
1987–88	31.8	31.1	36.8
1990–91	33.3	32.9	36.2
1993–94	31.2	30.6	35.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (Teacher Questionnaire).

Teacher Satisfaction

Although public school teachers' satisfaction with their working conditions did not change over time, private school teachers were more likely to be satisfied.

In 1987–88 and 1993–94, teachers were asked whether they "strongly agreed," "somewhat agreed," "somewhat disagreed," or "strongly disagreed" with a series of statements about various aspects of their work environment. Statements addressing similar sets of issues were grouped together to form indices of teachers' satisfaction with various aspects of their work environment. Given the reforms implemented in the past decade, the similarity of public school teachers' responses over time is striking. Private school teachers, on the other hand, were more likely to be satisfied in each area and overall in 1993–94 than in 1987–88 (table 1.12).

Teachers were more likely to report that they would become teachers if given the chance to start over, but less likely to consider teaching a permanent career.

Table 1.11—Percentage of teachers who perceived certain issues as serious problems in their schools: 1987–88 to 1993–94

	Student absen-teeism	Use of alcohol	Tardi-ness	Drug abuse	Verbal abuse of teachers	Students unprepared to learn	Lack of parent involve-ment	Student apathy	Poverty	Student disrespect for teachers
1987–88	14.9	10.5	9.7	7.3	7.4	—	—	—	—	—
1990–91	12.7	7.5	10.2	3.8	6.8	—	22.8	18.6	15.2	11.8
1993–94	12.9	8.5	9.5	5.1	9.9	25.6	24.5	21.1	17.4	16.6

—Not asked.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (Teacher Questionnaire).

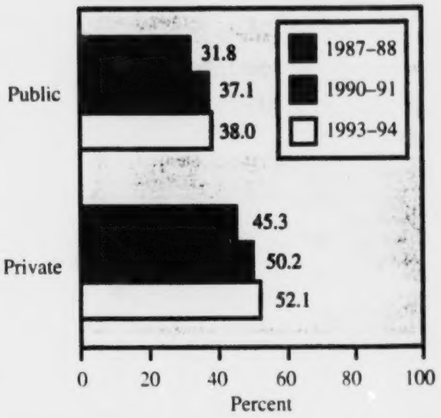
Table 1.12—Percentage of public and private school teachers who were highly satisfied with various aspects of their working conditions: 1987–88 to 1993–94

	Administrative support and leadership	Buffering and rule enforcement	Cooperation among staff	Adequacy of resources	Overall satisfaction
			All teachers		
1987–88	31.9	23.5	34.1	9.2	13.6
1993–94	31.6	23.5	32.4	10.4	14.4
			Public school teachers		
1987–88	30.1	20.5	31.8	7.4	11.3
1993–94	29.1	19.0	29.4	8.2	11.2
			Private school teachers		
1987–88	45.3	46.5	51.0	22.5	30.5
1993–94	48.5	53.6	53.2	25.5	36.2

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (Teacher Questionnaire).

In 1993–94 compared with 1987–88, both public and private school teachers were more likely to report that they certainly would become teachers again if they could go back to their college days and start over again (figure 1.6). Nevertheless, in 1993–94, teachers seemed less likely to consider teaching a permanent career than had been the case in 1990–91. The percentage of teachers who planned to stay in teaching as long as they were able or until they were eligible to retire, which rose between 1987–88 and 1990–91, fell between 1990–91 and 1993–94. This occurred among both public and private school teachers (figure 1.7).

Figure 1.6—Percentage of teachers who reported that they "certainly would" become teachers again: 1987–88 to 1993–94



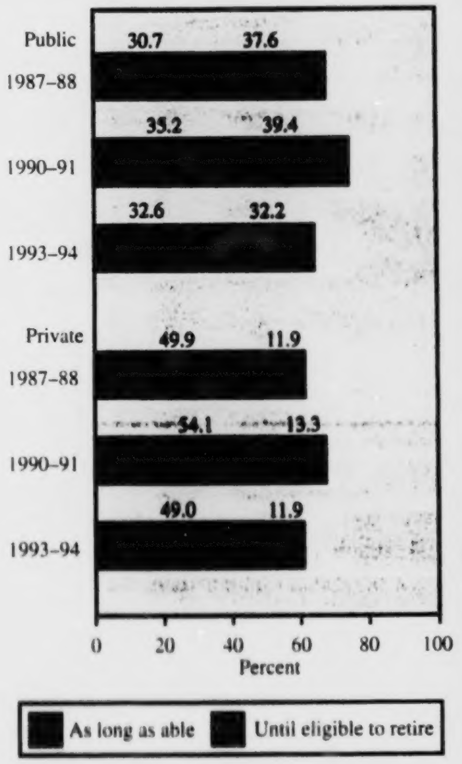
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (Teacher Questionnaire).

Teacher Compensation

In constant dollars, public school teachers' salaries have declined, while private school teachers' salaries have increased.

Increasing teachers' salaries has often been recommended as a way to attract and retain talented individuals. However, in constant dollars, starting salaries for public school teachers with a bachelor's degree and no experience or a master's degree and 20 years of experience declined between 1987–88 and 1990–91 (table 1.13). Salaries increased slightly

Figure 1.7—Percentage of teachers who planned to remain teachers as long as they were able or until eligible to retire: 1987–88 to 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (Teacher Questionnaire).

between 1990–91 and 1993–94, but still remained below the 1987–88 level. For private school teachers, on the other hand, the pattern was different: salaries increased between 1987–88 and 1990–91 and then stayed about the same.

ORGANIZATION OF THIS REPORT

Each remaining chapter of this report deals in some detail with a different aspect of schools and staffing in 1993–94. Chapter 2 describes the characteristics of schools and students. Chapter 3 profiles teachers, principals, and others who make up the school work force. Chapter 4 examines various aspects of teachers' assignments, such as what they teach, how much time they spend on the job, and the size of their classes. Chapter 5 describes the compensation of teachers and principals. Chapter 6 explores teachers' and principals' opinions and perceptions of what goes on in their schools. Finally, Chapter 7 examines the complex issue of teacher supply and demand. While the discussion in each chapter focuses on the 1993–94 data, comparisons to 1987–88 and 1990–91 are made when notable change has occurred. The sources for all data cited from the 1987–88 and 1990–91 Schools and Staffing Surveys are the two previous *Statistical Profiles.*[12] As indicated at the beginning of this chapter, readers should not compare data by community type in the 1990–91 and 1993–94 *Statistical Profiles* with those published in the 1987–88 *Statistical Profile* because of the change in the definition of community type.

Each chapter begins with a brief narrative on the major topics addressed by the chapter, supported with graphics to highlight important points. A series of tables follows each narrative. With a few exceptions,

Table 1.13—Average scheduled salaries for public and private school teachers (in constant 1993–94 dollars)* and percent change: 1987–88 to 1993–94

	Bachelor's, no experience		Master's, 20 years experience	
	Public	Private	Public	Private
	Average scheduled salaries			
1987–88	$22,764	$15,940	$38,439	$24,382
1990–91	21,741	16,531	36,247	25,388
1993–94	21,923	16,239	37,213	25,189
	Percent change			
1987–88 to 1990–91	-4.5	3.7	-5.7	4.1
1990–91 to 1993–94	0.8	-1.8	2.7	-0.8
1987–88 to 1993–94	-3.7	1.9	-3.2	3.3

*Adjusted using the Consumer Price Index.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1987–88, 1990–91, and 1993–94 (District and School Questionnaires).

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[12] NCES, *Schools and Staffing in the United States, 1987–88*, and *Schools and Staffing in the United States, 1990–91*.

each table contains an overall total row, and then data for public and private schools separately. Within each sector, data are reported by community type (central city, urban fringe/large town, and rural/small town), and within community type, by school level, percent minority enrollment, and school size. Thus, local educators and policymakers can use the tables in this report as a reference to compare conditions in their schools with those of similar types of schools nationally. For state administrators and policymakers and private school administrators, appendix A contains a series of tables reporting selected data by state (for public schools) and by type of private schools. Appendix B contains standard errors for the estimates presented in selected tables. Appendix C, technical notes, describes the survey design and statistical procedures used and defines key variables.

This report does not require or assume any statistical expertise on the part of its readers. Those wishing more information on the survey design, overall accuracy of the estimates, and statistical procedures used will find it in appendix C and other NCES publications referred to there. All differences discussed in the text were tested and found to be statistically significant at the .05 level. Not all significant differences are discussed, however.

NCES welcomes comments on its surveys and suggestions for improving them. Copies of the SASS questionnaires and standard errors for all estimates included in this publication are available to interested readers. Please contact:

Schools and Staffing Survey Staff
National Center for Education Statistics
U.S. Department of Education
555 New Jersey Avenue NW
Washington, DC 20208-5651

CHAPTER 2 • SCHOOLS AND STUDENTS

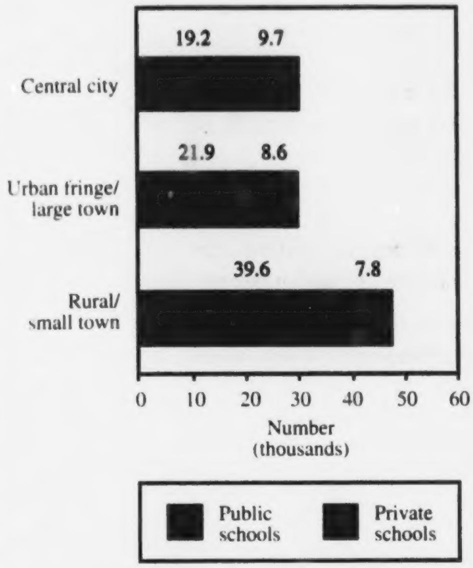
An overview of the basic characteristics of schools and students provides a context for the more detailed examination of schools and staffing in the chapters that follow. This chapter begins with a description of the numbers of schools and students and the demographic characteristics of students in public and private schools across the various community types. The final two sections focus on some of the programs and services that schools provide, which types of schools provide them, and how their availability has changed since the first administration of the Schools and Staffing Survey (SASS).

NUMBER OF SCHOOLS AND STUDENTS

The nation's 107,000 schools enrolled a total of 46.6 million students.

In 1993–94, there were around 107,000 elementary and secondary schools in the United States: 29,000 in central cities, 30,000 in urban fringe areas, and 47,000 in rural areas (table 2.1).[1] Central city schools represented 27 percent of the total, while 24 percent of all schools were in urban fringe areas and the remaining 37 percent were in rural areas (table 2.2). Nearly one-half of all public schools were in rural areas, about one-quarter were in urban fringe areas, and the remainder were in central cities (figure 2.1 and table 2.2). Private schools were distributed quite differently from public schools, with the largest proportion in central cities and smaller proportions in urban fringe and rural areas.

Figure 2.1—Number of public and private schools, by community type: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

About 41.6 million students were enrolled in 81,000 public schools, while the remaining 5 million students were enrolled in 26,000 private schools.

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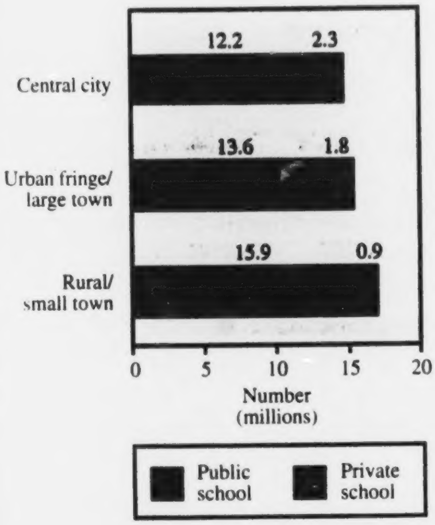
[1] Appendix tables A1 and A2 show comparable data for public schools by state and for private schools by typology.

Of the nation's 46.6 million elementary and secondary school students, 41.6 million attended public schools (table 2.1). In central cities, public schools enrolled more than five times as many students as private schools (figure 2.2). In rural areas (where private schools were least common), public schools enrolled more than 17 times as many students as private schools. In 1993–94, the proportions of students attending schools in each community type (table 2.2) were the same as they were in 1987–88 (table 1.1).

Figure 2.2—Number of public and private school students, by community type: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School

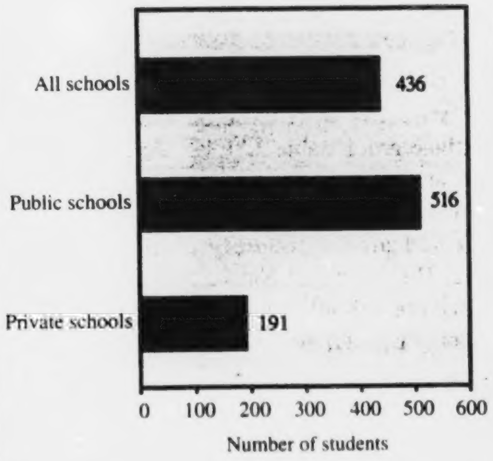
The number of students per full-time-equivalent (FTE) teacher is an important indicator of both teachers' workload and the amount of teachers' time available to individual students. On average, private schools had fewer students per FTE teacher than public schools (14.5 compared with 17.0 students) (table 2.1). Student-teacher ratios also varied by urbanicity. Public schools in rural areas had fewer students per FTE teacher (16.1) than central city or urban fringe schools (17.5 and 18.4 students, respectively).

SCHOOL SIZE AND STRUCTURE

The average public school in central cities and urban fringe communities had over 600 students, while in rural areas the average public school had about 400 students.

In general, private schools tended to be smaller than public schools. The average size of private schools was less than half that of public schools (191 students compared with 516) (table 2.2 and figure 2.3).

Figure 2.3—Average size of all schools and public and private schools: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

- Between 42 and 76 percent of private schools in all three community types enrolled fewer than 150 students. School size also varied by school level. For example, in the public sector, secondary schools tended to be larger than elementary or combined schools.

The percentage of schools with a racial–ethnic minority population of 20 percent or more was greater in the public than the private sector regardless of community type (table 2.2). In each sector, schools in central cities were the most likely to have at least a 20 percent minority enrollment, and schools in rural areas were the least likely to have this proportion of minority students enrolled. Since 1990–91, the proportion of central city schools with more than 20 percent minority enrolled has remained stable at about 66 percent.[2]

STUDENT CHARACTERISTICS

Sixteen percent of all elementary and secondary students were black; 12 percent were Hispanic; 1 percent were Native American; and 3 percent were Asian/Pacific Islander.

In 1993–94, 32 percent of all elementary and secondary students were members of a minority racial–ethnic group (table 2.3), but the percentage of minority students varied considerably by sector and community type (figure 2.4).[3] As in 1990–91, public schools had proportionately more black, non-Hispanic; Hispanic; and Native American students, while private schools had proportionately more white, non-Hispanic; and Asian/Pacific Islander students (table 2.3). This pattern has persisted since 1990–91 despite a small increase in the percentage of Asian/Pacific Islander students in public schools.[4] Public schools in urban fringe and rural communities had smaller percentages of minority students (30 and 19 percent, respectively) than those in central cities, where over one-half of all students were members of a minority group.

The percentage of students with limited English proficiency (LEP) was greater in public than in private schools (5 percent compared with 1 percent). Within the public sector, the concentration was greater in central cities than in urban fringe or rural areas (9 percent, compared with 5 percent and 2 percent, respectively). Public elementary schools in central cities had a larger percentage of LEP students (11 percent) than secondary or combined schools (6 percent and 5 percent, respectively).

In public schools, the percentage of minority students was also associated with school size; in general, larger schools tended to have a higher percentage of minority students than smaller schools. Public central city schools with at least 750 students, for example, averaged 57 percent minority students while their counterpart schools with less than 150 students averaged 41 percent minority student enrollment.

SCHOOL AND DISTRICT PROGRAMS AND SERVICES

Public schools were more likely than private schools to offer bilingual and ESL services, just as limited English proficient students were more likely to be enrolled in public schools than private ones.

The existence of support services in public schools is subject to the needs of the communities they serve. Not surprisingly, given the differences in schools' student populations, the types of programs and services offered also varied. Bilingual and ESL services, for example, were provided much more often in pub-

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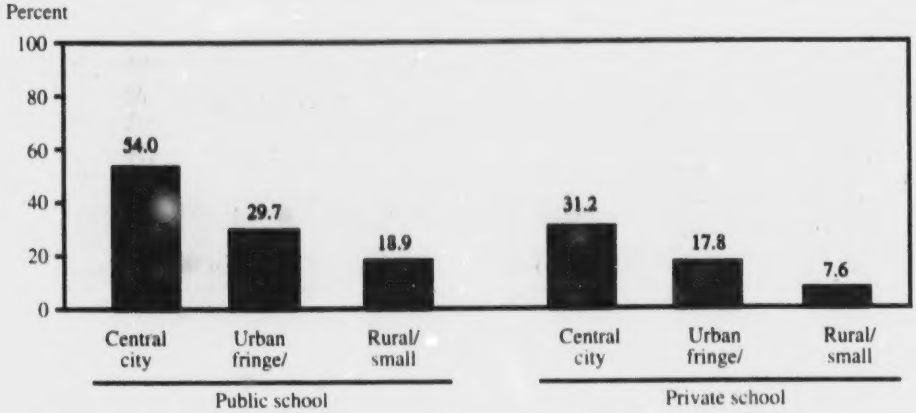
[2] Table 2.2 and NCES, *Schools and Staffing in the United States, 1990–1991*, 8.

[3] Appendix table A3 and A4 show comparable data for public schools by state and for private schools by typology.

[4] Table 2.3 and NCES, *Schools and Staffing in the United States, 1990–91*, 10.

Figure 2.4—Percentage of minority students in public and private schools, by community type: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

lic than private schools (table 2.4), just as limited English proficient students were more likely to be enrolled in public than private schools (table 2.3). Drug and alcohol prevention programs were also more widespread in public than private schools (94 percent compared with 71 percent) (table 2.5), which is consistent with the greater proportion of public school teachers who saw drug and alcohol abuse as a serious problem in their schools (see chapter 6). Finally, while two in three public schools received funds under Chapter 1 (federal funds allocated to schools based on the percentage of poor children they enroll), about one in four private schools received Chapter 1 funding.

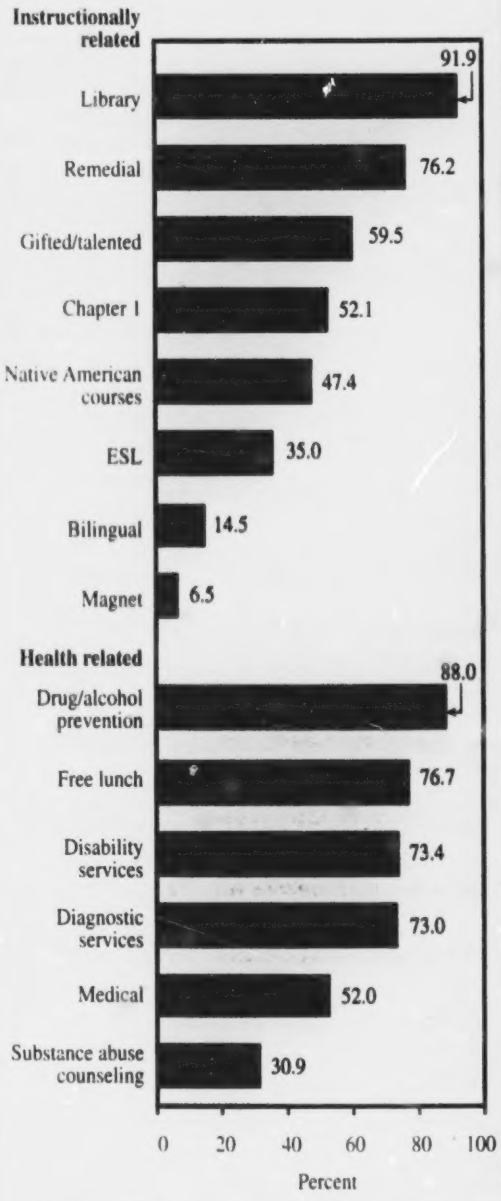
Since the late 1980s several changes have occurred in the availability of the various academic and noninstructional services reported on in the three administrations of SASS. For example, 60 percent of schools provided gifted/talented programs in 1993–94 (figure 2.5, table 2.4), a small drop from 64 percent in 1990–91 and 62 percent in 1987–88. Seventy-three percent of schools offered diagnostic services in 1993–94 (table 2.5), up from 65 percent in 1987–88, but similar to the proportion of schools that offered them in 1990–91 (72 percent).

TRANSITIONS TO AND FROM SCHOOL

Academic support services are meant to enhance the ability to learn and the life success of students. Programs that help prepare young children for school (such as prekindergarten and kindergarten programs) or that help secondary students move into the workplace (such as job placement services) are two examples of the types of programs and services that have become increasingly widespread. Like instructional and health services, these types of programs were more prevalent in some schools than in others in 1993–94.

About three-quarters of all elementary and combined schools had kindergartens, and 35 percent offered prekindergarten programs (table 2.6). The proportion of public schools offering prekindergarten programs

Figure 2.5—Percentage of all schools in which various programs and services were available to students: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

almost doubled between 1990–91 and 1993–94 (from 17 percent to 30 percent). However, in 1993–94 private schools tended to offer more programs for young children than did public schools. For instance, they were more likely to offer prekindergarten and kindergarten programs and to offer full-day or both full- and half-day kindergarten programs as opposed to half-day only.

In 1993–94, 30 percent of public and 48 percent of private elementary and combined schools offered extended-day programs.

Extended-day programs have become increasingly important to families as the labor force participation of women with children has grown. Reflecting this need, extended-day programs have expanded dramatically. The proportion of elementary and combined schools offering extended-day programs increased from 17 percent in 1987–88 to 35 percent in 1993–94. As was the case with prekindergarten and kindergarten programs, private schools were more likely than public schools to provide extended-day programs (48 percent compared with 30 percent in 1993–94) (table 2.6).

As students near the end of high school, counselors and teachers often encourage them to pursue postsecondary education. Overall, 64 percent of 1994 high school graduates applied to a 2- or 4-year college (table 2.7).[5] Graduates from private high schools were considerably more likely than public school graduates to apply to college (83 percent compared with 56 percent) (figure 2.6 and table 2.7).

In recent years, more attention has been focused on the role of schools in preparing students for work, particularly those who do not immediately enroll in college. Job placement services represent one way of

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[5] Appendix table A5 shows comparable data for public schools by state.

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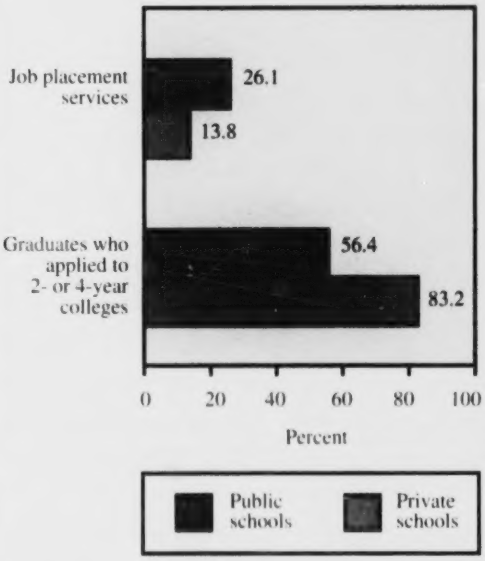
Figure 2.6—Percentage of public and private schools with 12th grade that offered job placement services and average percentage of graduates who applied to 2- or 4-year colleges: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire)

smoothing the transition from high school to the labor market. In 1993–94, 22 percent of all schools with 12th grade offered job placement services (table 2.7). Job placement services were more prevalent in public than in private schools, consistent with the lower proportion of public high school graduates who applied to college.

Finally, high school graduation requirements have also claimed public and political attention in recent years. Reports such as *A Nation At Risk*[6] recommended increased graduation requirements to improve students' content coverage in the core curriculum. Since 1987–88, very slight increases in the number of years of instruction required for high school graduation were detectable in several subjects. The number of years of English required, for example, climbed from 3.8 to 3.9, while the average foreign language requirement rose from 0.5 to 0.6 years. In 1993–94, the average number of years of instruction required in most subjects was slightly greater in private schools than in public schools (table 2.8).[7] A new SASS question about requiring community service for graduation revealed a large difference between public and private schools: in the 1993–94 school year, 3 percent of public schools had this requirement, compared with 32 percent of private schools.

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[6] The National Commission on Excellence in Education, *A Nation at Risk: The Imperative for Education Reform* (Washington, D.C.: April 1983).

[7] Appendix table A6 shows comparable data for public schools by state.

Table 2.1—Number of public and private schools and students, and average number of students per full-time-equivalent (FTE) teacher, by selected school characteristics: 1993–94

	Total			Public			Private		
	Schools	Students	Average students/ FTE tchr.	Schools	Students	Average students/ FTE tchr.	Schools	Students	Average students/ FTE tchr.
TOTAL	106,833	46,592,208	16.4	80,740	41,621,660	17.0	26,093	4,970,548	14.5
Central city	28,891	14,424,160	16.7	19,184	12,163,036	17.5	9,707	2,261,125	15.2
School level									
Elementary	20,984	9,482,756	17.9	15,051	8,236,748	18.1	5,933	1,246,008	17.3
Secondary	4,520	4,174,835	15.6	3,469	3,757,224	16.5	1,051	417,611	12.7
Combined	3,387	766,570	11.2	664	169,064	9.0	2,723	597,506	11.7
Minority enrollment									
Less than 20%	9,763	4,054,304	16.4	4,812	2,764,013	17.7	4,951	1,290,291	15.1
20% or more	19,128	10,369,856	16.9	14,373	9,399,023	17.4	4,756	970,834	15.4
School size									
Less than 150	5,302	371,451	11.3	1,208	94,185	10.1	4,094	277,266	11.7
150 to 499	11,894	3,887,630	17.5	7,320	2,670,360	17.2	4,574	1,217,270	17.9
500 to 749	6,436	3,896,660	18.4	5,742	3,479,510	18.4	694	417,151	17.9
750 or more	5,260	6,268,419	18.6	4,914	5,918,980	18.7	346	349,438	16.6
Urban fringe/large town	30,495	15,369,892	17.4	21,912	13,559,662	18.4	8,583	1,810,230	14.8
School level									
Elementary	22,032	9,786,196	18.3	16,608	8,697,551	18.8	5,424	1,088,645	16.7
Secondary	5,758	4,968,763	16.6	4,807	4,675,656	17.6	952	293,107	12.0
Combined	2,705	614,933	11.3	497	186,455	12.4	2,208	428,478	11.1
Minority enrollment									
Less than 20%	18,057	8,228,442	16.9	12,022	6,896,337	17.9	6,035	1,332,105	14.7
20% or more	12,438	7,141,451	18.1	9,890	6,663,325	18.9	2,548	478,125	14.9
School size									
Less than 150	5,378	360,462	12.0	1,269	105,391	13.2	4,109	255,072	11.6
150 to 499	12,334	4,111,179	17.5	8,529	3,049,138	17.5	3,806	1,062,042	17.5
500 to 749	7,096	4,299,756	19.6	6,649	4,031,178	19.7	447	268,578	18.6
750 or more	5,686	6,598,495	19.3	5,465	6,373,956	19.4	221	224,539	17.9
Rural/small town	47,447	16,798,156	15.6	39,644	15,898,962	16.1	7,804	899,193	13.3
School level									
Elementary	30,534	10,419,708	16.6	26,354	9,951,208	16.8	4,180	468,500	15.5
Secondary	11,921	5,425,290	14.6	11,372	5,324,921	14.8	549	100,369	9.6
Combined	4,993	953,156	12.1	1,918	622,832	14.0	3,075	330,324	10.9
Minority enrollment									
Less than 20%	35,030	11,475,007	15.5	27,991	10,651,944	15.9	7,039	823,064	13.5
20% or more	12,417	5,323,147	16.0	11,653	5,247,018	16.4	765	76,129	10.9
School size									
Less than 150	12,923	950,870	12.2	6,971	592,967	12.2	5,952	357,903	12.1
150 to 499	22,935	7,176,476	16.5	21,222	6,729,995	16.4	1,712	446,481	17.1
500 to 749	7,440	4,504,670	17.6	7,353	4,454,342	17.6	—	—	—
750 or more	4,149	4,166,138	18.1	4,098	4,121,659	18.1	—	—	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding, cell suppression, or questionnaire nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table 2.2—Percentage distributions of schools and students, and average school size, by selected school characteristics: 1993–94

	Total			Public			Private		
	Schools	Students	Avg. size	Schools	Students	Avg. size	Schools	Students	Avg. size
TOTAL	100.0	100.0	436	100.0	100.0	516	100.0	100.0	191
Central city	27.0	31.0	499	23.8	29.2	634	37.2	45.5	233
School level									
Elementary	72.6	65.7	452	78.5	67.7	547	61.1	55.1	210
Secondary	15.6	28.9	924	18.1	30.9	1,083	10.8	18.5	398
Combined	11.7	5.3	226	3.5	1.4	255	28.1	26.4	219
Minority enrollment									
Less than 20%	33.8	28.1	415	25.1	22.7	574	51.0	57.1	261
20% or more	66.2	71.9	542	74.9	77.3	654	49.0	42.9	204
School size									
Less than 150	18.4	2.6	70	6.3	0.8	78	42.2	12.3	68
150 to 499	41.2	27.0	327	38.2	22.0	365	47.1	53.8	266
500 to 749	22.3	27.0	605	29.9	28.6	606	7.1	18.4	601
750 or more	18.2	43.5	1,192	25.6	48.7	1,205	3.6	15.5	1,010
Urban fringe/large town	23.8	33.0	504	27.1	32.6	619	32.9	36.4	211
School level									
Elementary	72.2	63.7	444	75.8	64.1	524	63.2	60.1	201
Secondary	18.9	32.3	863	21.9	34.5	973	11.1	16.2	308
Combined	8.9	4.0	227	2.3	1.4	375	25.7	23.7	194
Minority enrollment									
Less than 20%	59.2	53.5	456	54.9	50.9	574	70.3	73.6	221
20% or more	40.8	46.5	574	45.1	49.1	674	29.7	26.4	188
School size									
Less than 150	17.6	2.3	67	5.8	0.8	83	47.9	14.1	62
150 to 499	40.4	26.7	333	38.9	22.5	358	44.3	58.7	279
500 to 749	23.3	28.0	606	30.3	29.7	606	5.2	14.8	601
750 or more	18.6	42.9	1,160	24.9	47.0	1,166	2.6	12.4	1,016
Rural/small town	37.2	36.1	354	49.1	38.2	401	29.9	18.1	115
School level									
Elementary	64.4	62.0	341	66.5	62.6	378	53.6	52.1	112
Secondary	25.1	32.3	455	28.7	33.5	468	7.0	11.2	183
Combined	10.5	5.7	191	4.8	3.9	325	39.4	36.7	107
Minority enrollment									
Less than 20%	73.8	68.3	328	70.6	67.0	381	90.2	91.5	117
20% or more	26.2	31.7	429	29.4	33.0	450	9.8	8.5	100
School size									
Less than 150	27.2	5.7	74	17.6	3.7	85	76.3	39.8	60
150 to 499	48.3	42.7	313	53.5	42.3	317	21.9	49.7	261
500 to 749	15.7	26.8	605	18.5	28.0	606	1.1	5.6	—
750 or more	8.7	24.8	1,004	10.3	25.9	1,006	0.7	4.9	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table 2.3—Percentage distribution of students by racial–ethnic background, percent minority students, and percent limited English proficient students by selected school characteristics: 1993–94

	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pacific Islander	Minority	Limited English proficient
TOTAL	68.5	15.5	11.5	1.0	3.4	31.5	4.7
PUBLIC	67.3	16.3	11.9	1.1	3.4	32.7	5.1
Central city	46.0	27.8	21.0	0.7	4.5	54.0	9.4
School level							
Elementary	44.9	28.0	22.2	0.7	4.3	55.1	10.9
Secondary	48.5	27.0	18.6	0.7	5.3	51.5	6.3
Combined	41.7	39.3	15.9	0.6	2.5	58.3	5.3
Minority enrollment							
Less than 20%	91.2	3.8	2.7	0.7	1.6	8.8	1.5
20% or more	32.7	34.9	26.4	0.6	5.4	67.3	11.7
School size							
Less than 150	59.5	26.0	10.9	1.8	1.8	40.5	1.9
150 to 499	47.8	30.7	17.4	0.9	3.2	52.2	7.6
500 to 749	48.9	28.7	17.7	0.6	4.1	51.1	8.4
750 or more	43.3	26.1	24.7	0.6	5.4	56.7	10.9
Urban fringe/large town	70.3	13.6	10.6	0.5	5.0	29.7	4.8
School level							
Elementary	70.2	14.1	10.3	0.4	5.0	29.8	5.4
Secondary	70.5	12.4	11.3	0.6	5.1	29.5	3.7
Combined	67.7	20.0	8.0	0.2	4.0	32.3	1.6
Minority enrollment							
Less than 20%	91.6	3.1	2.4	0.4	2.6	8.4	1.0
20% or more	48.2	24.5	19.1	0.6	7.6	51.8	8.6
School size							
Less than 150	73.1	19.1	6.1	0.6	1.2	26.9	—
150 to 499	75.7	14.0	6.3	0.5	3.5	24.3	2.6
500 to 749	72.0	11.9	10.4	0.5	5.3	28.0	4.6
750 or more	66.6	14.4	12.9	0.5	5.7	33.4	6.0
Rural/small town	81.1	9.8	6.2	1.9	1.0	18.9	2.1
School level							
Elementary	80.5	9.9	6.7	2.0	1.0	19.5	2.5
Secondary	82.8	9.1	5.3	1.7	1.0	17.2	1.4
Combined	77.6	13.5	5.3	3.0	0.6	22.4	1.8
Minority enrollment							
Less than 20%	95.3	2.0	1.4	0.6	0.7	4.7	0.4
20% or more	52.4	25.7	15.7	4.6	1.6	47.6	5.4
School size							
Less than 150	86.1	4.1	4.4	5.0	0.5	13.9	2.3
150 to 499	83.6	8.2	5.2	2.3	0.7	16.4	1.6
500 to 749	80.8	10.8	5.6	1.7	1.2	19.2	2.1
750 or more	76.8	12.0	8.6	1.2	1.4	23.2	2.8

Table 2.3—Percentage distribution of students by racial–ethnic background, percent minority students, and percent limited English proficient students by selected school characteristics: 1993–94—Continued

	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pacific Islander	Minority	Limited English proficient
PRIVATE	77.9	9.3	8.0	0.6	4.1	22.1	1.0
Central city	68.8	14.0	11.9	0.4	5.0	31.2	1.2
School level							
Elementary	63.2	17.4	14.3	0.3	4.9	36.8	1.1
Secondary	74.2	8.8	11.6	0.5	4.9	25.8	0.3
Combined	76.8	10.5	7.1	0.4	5.2	23.2	1.8
Minority enrollment							
Less than 20%	92.7	3.1	2.0	0.2	2.0	7.3	0.7
20% or more	37.1	28.4	25.0	0.6	8.8	62.9	1.8
School size							
Less than 150	63.9	21.4	10.3	0.2	4.1	36.1	2.6
150 to 499	67.0	15.3	12.5	0.4	4.8	33.0	1.0
500 to 749	69.8	9.8	14.4	0.5	5.5	30.2	0.7
750 or more	77.8	8.5	8.1	0.2	5.4	22.2	—
Urban fringe/large town	82.2	7.0	6.3	0.6	4.0	17.8	1.1
School level							
Elementary	82.0	6.5	6.5	0.6	4.3	18.0	0.9
Secondary	82.8	6.0	7.3	0.3	3.6	17.2	0.8
Combined	82.2	8.7	4.9	0.8	3.4	17.8	1.7
Minority enrollment							
Less than 20%	93.8	2.3	1.8	0.2	1.9	6.2	0.6
20% or more	49.7	20.0	18.6	1.9	9.8	50.3	2.5
School size							
Less than 150	79.3	9.2	6.3	1.6	3.7	20.7	1.1
150 to 499	80.9	7.0	7.2	0.4	4.5	19.1	0.9
500 to 749	87.0	5.2	3.6	0.8	3.3	13.0	—
750 or more	85.9	6.2	4.9	0.2	2.8	14.1	—
Rural/small town	92.4	2.2	2.0	1.3	2.2	7.6	0.4
School level							
Elementary	92.2	1.5	2.2	1.7	2.4	7.8	—
Secondary	89.5	3.7	2.7	1.2	2.9	10.5	2.3
Combined	93.4	2.9	1.4	0.7	1.7	6.6	—
Minority enrollment							
Less than 20%	96.7	1.2	1.0	0.2	0.9	3.3	0.1
20% or more	45.7	13.1	12.8	12.9	15.5	54.3	—
School size							
Less than 150	92.0	2.6	2.5	2.0	1.0	8.0	0.5
150 to 499	93.3	2.0	1.8	0.9	1.9	6.7	0.3
500 to 749	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table 2.4—Percentage of schools in which various instructionally related programs and services were available to students, by selected school characteristics: 1993–94

	Remedial	Gifted & talented	Magnet program	Bilingual	ESL	Native American/ Alaska Native courses	Chapter One	Library
TOTAL	76.2	59.5	(*)	14.5	35.0	47.4	52.1	91.9
PUBLIC	83.2	70.7	6.5	17.8	42.7	50.9	61.6	95.6
Central city	79.2	66.7	13.0	29.2	54.0	50.1	58.0	95.3
School level								
Elementary	81.3	69.0	11.6	30.8	55.9	54.1	64.8	97.1
Secondary	75.3	65.2	19.6	23.8	50.5	36.8	33.2	94.1
Combined	53.7	22.9	11.0	21.3	30.9	29.4	34.2	60.8
Minority enrollment								
Less than 20%	80.1	73.3	4.5	10.9	39.6	54.4	45.7	96.4
20% or more	79.0	64.5	15.9	35.3	58.9	48.7	62.2	94.9
School size								
Less than 150	61.7	14.0	0.8	9.4	14.7	33.6	41.6	63.2
150 to 499	82.2	62.8	13.9	25.7	46.4	54.2	65.7	96.2
500 to 749	77.9	71.8	8.7	29.9	59.9	55.8	59.8	98.7
750 or more	80.7	79.5	19.9	38.4	68.3	41.6	48.6	97.8
Urban fringe/large town	82.4	73.9	8.3	16.9	57.6	55.3	52.6	97.1
School level								
Elementary	84.2	75.8	7.2	16.8	57.6	60.4	59.2	98.1
Secondary	78.5	71.9	12.6	18.4	60.0	38.6	31.7	96.1
Combined	58.3	29.2	5.3	7.3	32.2	45.5	33.4	72.8
Minority enrollment								
Less than 20%	83.5	73.2	6.2	8.5	51.8	57.3	50.4	97.3
20% or more	81.1	74.7	10.9	27.1	64.6	52.9	55.2	96.8
School size								
Less than 150	56.5	26.8	10.7	5.8	15.2	54.3	45.7	76.6
150 to 499	86.5	71.2	7.6	12.1	50.9	56.5	65.8	96.4
500 to 749	84.1	79.7	7.6	18.3	65.0	60.0	50.1	99.6
750 or more	80.0	82.1	9.9	25.3	68.9	47.9	36.7	99.9
Rural/small town	85.6	70.9	2.3	12.8	29.0	48.8	68.2	95.0
School level								
Elementary	89.9	74.6	2.4	13.4	30.7	54.0	81.3	95.7
Secondary	75.9	64.3	2.2	10.6	25.5	37.7	38.0	95.4
Combined	83.3	60.4	2.4	18.2	24.9	44.6	67.4	83.8
Minority enrollment								
Less than 20%	84.9	70.3	2.0	6.6	22.0	50.1	66.8	95.4
20% or more	87.3	72.5	3.3	27.9	45.8	45.9	71.7	94.0
School size								
Less than 150	80.5	52.2	1.3	8.0	12.7	51.9	62.4	84.3
150 to 499	87.4	74.1	2.2	12.3	26.8	50.0	74.3	96.6
500 to 749	86.7	76.3	2.5	16.4	40.4	47.5	65.5	98.1
750 or more	83.1	76.9	4.6	17.2	47.3	40.2	51.3	99.9

Table 2.4—Percentage of schools in which various instructionally related programs and services were available to students, by selected school characteristics: 1993–94—Continued

	Remedial	Gifted & talented	Bilingual	ESL	Native American/ Alaska Native courses	Chapter One	Library
PRIVATE	54.5	24.9	4.2	11.3	36.6	22.7	80.3
Central city	58.9	28.0	4.1	16.1	37.4	24.0	84.2
School level							
Elementary	66.5	27.2	4.7	16.7	44.2	33.3	84.2
Secondary	52.1	35.8	0.6	10.9	27.7	18.3	95.7
Combined	44.8	26.9	3.9	16.6	26.5	6.1	79.6
Minority enrollment							
Less than 20%	58.3	31.0	3.2	14.9	40.2	21.8	88.8
20% or more	59.5	25.0	5.0	17.3	34.6	26.4	79.4
School size							
Less than 150	48.9	25.7	4.5	15.9	36.8	9.7	72.1
150 to 499	67.6	28.4	3.3	15.9	39.0	38.5	92.0
500 to 749	59.2	31.6	6.0	18.2	31.5	18.0	95.9
750 or more	60.7	43.1	5.2	16.7	35.9	14.1	100.0
Urban fringe/large town	57.3	24.2	5.6	11.1	37.0	20.6	78.2
School level							
Elementary	56.6	20.8	7.6	10.9	40.5	26.2	76.9
Secondary	42.0	39.5	1.9	24.0	24.6	9.7	83.0
Combined	65.8	25.9	2.4	6.1	34.0	11.4	79.4
Minority enrollment							
Less than 20%	57.4	26.3	4.6	8.8	35.7	21.3	78.5
20% or more	57.1	19.2	8.0	16.5	40.1	18.8	77.6
School size							
Less than 150	48.3	20.1	8.8	7.6	35.8	10.7	59.9
150 to 499	66.8	25.5	2.4	13.5	39.6	30.5	94.4
500 to 749	56.8	35.2	2.7	18.0	32.6	27.8	98.2
750 or more	61.6	55.9	7.3	19.7	25.8	18.2	100.0
Rural/small town	45.9	21.7	2.7	5.7	35.0	23.3	77.7
School level							
Elementary	46.8	19.3	2.0	3.2	44.8	34.9	75.1
Secondary	63.2	28.3	3.2	21.5	23.8	29.4	96.2
Combined	41.5	23.8	3.7	6.4	23.7	6.5	78.0
Minority enrollment							
Less than 20%	45.1	21.8	2.0	4.4	35.4	21.2	77.9
20% or more	52.9	20.9	9.5	18.0	31.3	43.4	75.9
School size							
Less than 150	41.6	18.9	3.1	4.2	33.8	18.6	73.3
150 to 499	59.9	31.5	1.6	9.9	40.2	39.6	91.4
500 to 749	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*The Private School Questionnaire did not ask about availability of magnet programs.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table 2.5—Percentage of schools in which various health-related programs and services were available to students, by selected school characteristics: 1993–94

	Disability services	Diagnostic services	Medical services	Free or reduced price lunch	Drug and alcohol prevention	Substance abuse counseling
TOTAL	73.4	73.0	52.0	76.7	88.0	30.9
PUBLIC	89.2	82.6	58.7	94.3	93.6	36.2
Central city	89.1	81.5	57.9	96.2	91.3	36.9
School level						
Elementary	89.6	82.3	56.9	98.3	92.6	31.0
Secondary	86.5	78.1	60.9	89.7	89.4	61.2
Combined	91.7	82.6	63.4	82.6	73.1	43.8
Minority enrollment						
Less than 20%	91.0	81.1	56.8	95.8	92.6	34.5
20% or more	88.4	81.7	58.2	96.4	90.9	37.7
School size						
Less than 150	73.8	76.2	48.4	79.8	73.5	35.1
150 to 499	88.0	82.4	56.4	98.0	90.0	29.8
500 to 749	89.0	82.9	60.2	97.2	94.8	31.2
750 or more	94.6	80.0	59.7	96.6	93.7	54.5
Urban fringe/large town	88.0	83.9	59.2	91.8	95.0	33.5
School level						
Elementary	88.4	84.2	59.6	93.2	96.3	25.8
Secondary	86.6	83.3	58.4	89.0	92.1	60.3
Combined	87.9	81.5	56.4	70.4	76.4	33.7
Minority enrollment						
Less than 20%	87.5	84.9	60.3	90.6	95.5	32.9
20% or more	88.7	82.8	58.0	93.2	94.3	34.3
School size						
Less than 150	64.1	68.7	59.2	62.5	82.4	26.4
150 to 499	89.1	84.3	61.0	91.5	94.5	26.1
500 to 749	88.3	86.2	57.9	96.0	97.9	30.3
750 or more	91.5	84.1	58.2	93.9	94.9	50.8
Rural/small town	89.8	82.3	58.9	94.8	94.0	37.4
School level						
Elementary	90.6	83.4	58.8	95.6	95.2	30.4
Secondary	88.8	79.7	59.2	93.9	92.8	52.3
Combined	84.7	82.4	57.8	89.3	84.3	45.0
Minority enrollment						
Less than 20%	89.8	83.6	60.4	94.2	94.6	35.7
20% or more	89.9	79.2	55.3	96.2	92.5	41.4
School size						
Less than 150	76.6	80.8	51.9	83.8	92.8	33.3
150 to 499	91.5	82.7	58.8	97.1	93.9	34.3
500 to 749	93.4	81.6	61.8	97.0	95.1	40.7
750 or more	97.2	84.2	65.7	97.5	94.3	54.3

Table 2.5—Percentage of schools in which various health-related programs and services were available to students, by selected school characteristics: 1993–94—Continued

	Disability services	Diagnostic services	Medical services	Free or reduced price lunch	Drug and alcohol prevention	Substance abuse counseling
PRIVATE	24.8	43.5	31.0	22.4	70.6	14.4
Central city	25.8	44.5	29.9	23.4	75.7	15.0
School level						
Elementary	22.6	47.1	29.0	27.5	78.1	10.3
Secondary	24.0	38.4	34.2	26.4	85.8	42.4
Combined	33.6	41.3	30.3	13.4	66.7	14.5
Minority enrollment						
Less than 20%	29.1	46.8	31.6	19.7	76.7	16.3
20% or more	22.4	42.2	28.2	27.3	74.7	13.6
School size						
Less than 150	24.8	37.7	25.6	14.7	61.9	6.0
150 to 499	26.5	48.7	31.8	31.6	85.1	18.8
500 to 749	28.9	54.8	33.4	22.6	88.6	31.1
750 or more	23.9	49.5	50.2	20.1	88.8	38.9
Urban fringe/large town	26.5	45.9	34.5	17.7	70.4	15.0
School level						
Elementary	19.5	43.5	34.4	22.2	68.7	10.0
Secondary	36.3	53.6	51.0	13.6	88.5	38.0
Combined	39.5	48.5	27.6	8.7	67.0	17.5
Minority enrollment						
Less than 20%	26.6	46.1	34.5	19.5	70.5	13.9
20% or more	26.3	45.4	34.3	13.7	70.2	17.6
School size						
Less than 150	28.4	34.9	23.8	7.4	55.5	13.4
150 to 499	24.6	56.3	44.5	27.8	84.3	13.3
500 to 749	24.0	56.1	41.9	25.6	84.8	31.1
750 or more	30.4	49.3	43.9	21.2	80.4	42.5
Rural/small town	21.5	39.6	28.5	26.3	64.3	12.9
School level						
Elementary	17.0	40.1	27.8	36.4	66.0	9.1
Secondary	31.3	61.3	77.1	29.7	92.2	59.8
Combined	25.7	35.1	20.7	11.8	57.0	9.8
Minority enrollment						
Less than 20%	20.5	38.3	25.3	26.3	62.3	10.7
20% or more	30.7	52.2	57.1	26.0	81.9	33.2
School size						
Less than 150	18.8	35.9	21.9	20.1	55.7	11.8
150 to 499	29.6	51.2	49.4	47.7	91.7	15.9
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table 2.6—Percentage of elementary and combined schools that offered extended-day, prekindergarten, and kindergarten programs, and percentage distribution of schools with kindergarten programs by length of program, by selected school characteristics: 1993–94

			Of schools w/ PK pgms.			Of schools w/ kindergartens		
	Extended day	Pre-kinder-garten	Controlled by school	Controlled by other	Kinder-garten	Half day	Full day	Both
TOTAL	34.9	34.6	91.5	18.1	76.6	48.9	43.9	7.2
PUBLIC	29.6	30.3	87.9	26.4	75.7	55.4	39.3	5.2
Central city	42.2	36.2	95.6	16.2	80.5	50.3	42.0	7.7
School level								
Elementary	43.1	36.7	95.5	16.2	82.7	50.7	41.7	7.7
Secondary	—	—	—	—	—	—	—	—
Combined	20.9	26.0	97.1	17.4	28.9	23.9	66.7	9.3
Minority enrollment								
Less than 20%	40.5	25.8	91.2	18.1	85.7	74.4	20.6	5.0
20% or more	42.8	39.6	96.5	15.8	78.8	41.8	49.6	8.7
School size								
Less than 150	8.9	24.2	85.2	18.1	52.9	80.7	18.5	—
150 to 499	46.4	37.7	97.2	11.3	89.9	49.2	40.8	10.1
500 to 749	47.2	37.8	95.2	21.6	82.7	50.2	45.8	4.0
750 or more	32.5	33.3	94.2	18.0	61.2	46.1	43.3	10.7
Urban fringe/large town	36.9	25.3	86.7	21.1	76.7	68.1	26.2	5.7
School level								
Elementary	37.7	25.0	87.2	20.8	77.7	68.7	25.6	5.7
Secondary	—	—	—	—	—	—	—	—
Combined	8.8	34.9	76.9	30.3	44.3	36.0	58.4	5.6
Minority enrollment								
Less than 20%	34.7	19.2	85.7	25.9	76.5	75.3	19.7	5.0
20% or more	39.5	32.8	87.5	17.7	77.0	59.3	34.2	6.5
School size								
Less than 150	15.1	36.9	86.9	16.1	68.1	50.7	39.2	10.1
150 to 499	34.2	25.0	90.0	20.4	83.5	68.6	26.0	5.3
500 to 749	47.7	24.2	83.1	23.7	77.2	74.1	20.0	5.9
750 or more	28.6	24.5	84.4	20.3	58.1	55.5	39.7	4.9
Rural/small town	18.3	30.1	83.3	35.8	72.5	50.5	46.1	3.4
School level								
Elementary	19.0	30.2	83.2	36.2	73.2	52.0	44.5	3.6
Secondary	—	—	—	—	—	—	—	—
Combined	8.5	27.6	86.0	30.4	63.1	26.6	72.2	1.2
Minority enrollment								
Less than 20%	17.7	28.4	79.6	41.8	75.9	54.6	41.8	3.6
20% or more	19.7	33.9	90.7	24.2	64.7	39.3	57.8	2.9
School size								
Less than 150	4.7	27.6	77.2	42.9	76.7	45.8	51.4	2.9
150 to 499	17.9	31.3	83.1	35.3	75.2	52.2	45.3	2.4
500 to 749	29.2	29.2	87.6	37.0	65.5	52.5	39.6	7.8
750 or more	23.9	27.9	88.2	21.8	58.9	39.4	58.1	2.6

Table 2.6—Percentage of elementary and combined schools that offered extended-day, prekindergarten, and kindergarten programs, and percentage distribution of schools with kindergarten programs by length of program, by selected school characteristics: 1993–94—Continued

	Extended day	Pre-kinder-garten	Of schools w/ PK pgms. Controlled by school	Of schools w/ PK pgms. Controlled by other	Kinder-garten	Of schools w/ kindergartens Half day	Of schools w/ kindergartens Full day	Of schools w/ kindergartens Both
PRIVATE	48.4	45.7	97.6	3.9	78.8	32.7	55.3	12.1
Central city	64.2	54.6	97.9	3.9	84.1	26.5	61.4	12.1
Minority enrollment								
Less than 20%	58.0	54.6	99.0	2.1	86.0	31.5	52.1	16.4
20% or more	70.5	54.5	96.8	5.6	82.2	21.2	71.4	7.5
School size								
Less than 150	59.1	49.4	97.2	5.1	74.1	21.5	63.7	14.8
150 to 499	66.9	59.3	98.2	2.8	91.9	29.2	61.4	9.4
500 to 749	78.3	50.1	99.0	4.4	91.1	32.7	50.6	16.7
750 or more	71.5	66.7	100.0	—	95.0	30.1	52.9	17.0
Urban fringe/large town	54.0	44.8	97.2	4.2	83.1	35.1	51.9	13.0
School level								
Elementary	60.3	47.4	97.5	4.4	88.4	35.7	51.4	12.9
Secondary	—	—	—	—	—	—	—	—
Combined	38.5	38.4	96.5	3.7	70.1	33.3	53.3	13.4
Minority enrollment								
Less than 20%	48.1	43.6	98.1	2.0	83.2	42.9	43.9	13.3
20% or more	68.1	47.6	95.4	9.2	82.9	16.2	71.2	12.5
School size								
Less than 150	44.3	39.2	98.7	4.6	73.1	33.7	54.4	11.9
150 to 499	63.4	50.7	95.7	4.5	93.7	36.2	50.9	12.9
500 to 749	60.3	42.1	100.0	0.0	82.5	38.0	41.7	20.3
750 or more	69.0	57.1	—	—	94.9	—	—	—
Rural/small town	23.8	36.1	97.4	3.5	67.8	38.7	50.6	10.8
School level								
Elementary	24.4	36.3	95.6	6.0	65.2	44.0	44.7	11.3
Secondary	—	—	—	—	—	—	—	—
Combined	23.0	35.8	100.0	0.0	71.4	32.0	57.9	10.1
Minority enrollment								
Less than 20%	23.1	37.4	97.3	3.6	69.5	38.6	51.5	9.9
20% or more	32.3	20.2	—	—	47.9	—	—	—
School size								
Less than 150	17.5	30.5	97.4	—	61.2	39.3	52.2	8.5
150 to 499	44.7	55.5	97.4	5.4	91.4	37.9	46.2	15.8
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding. These percentages differ from those published in *Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993–94* (NCES 95–191) because these are percentages of elementary and combined schools only, whereas the other publication presented the percentages of all schools. The percentages of schools with prekindergarten programs controlled by the school and by other agencies may sum to more than 100 because some schools have both.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

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Table 2.7—Percentage of schools with 12th grade that offered job placement services and average percentage of high school graduates who applied to 2- or 4-year colleges, by selected school characteristics: 1993–94

	Schools with job placement	Graduates applied to 2- or 4-year college*
TOTAL	22.3	63.9
PUBLIC	26.1	56.4
Central city	40.1	55.9
School level		
Elementary	—	—
Secondary	39.0	55.9
Combined	46.5	55.2
Minority enrollment		
Less than 20%	30.3	60.4
20% or more	43.6	54.1
School size		
Less than 150	46.0	49.8
150 to 499	49.3	50.4
500 to 749	21.0	58.4
750 or more	38.0	57.9
Urban fringe/large town	30.9	59.3
School level		
Elementary	—	—
Secondary	30.6	59.6
Combined	34.0	54.0
Minority enrollment		
Less than 20%	27.6	61.5
20% or more	34.4	56.9
School size		
Less than 150	35.2	31.3
150 to 499	27.4	50.1
500 to 749	32.5	65.3
750 or more	30.8	63.2
Rural/small town	20.7	55.5
School level		
Elementary	—	—
Secondary	21.4	55.5
Combined	16.5	55.5
Minority enrollment		
Less than 20%	20.2	57.9
20% or more	21.8	49.3
School size		
Less than 150	18.6	54.2
150 to 499	16.4	57.2
500 to 749	25.7	53.5
750 or more	28.7	54.4

Table 2.7—Percentage of schools with 12th grade that offered job placement services and average percentage of high school graduates who applied to 2- or 4-year colleges, by selected school characteristics: 1993–94—Continued

	Schools with job placement	Graduates applied to 2- or 4-year college*
PRIVATE	13.8	83.2
Central city	10.8	84.7
School level		
Elementary	—	—
Secondary	15.2	86.4
Combined	8.4	83.6
Minority enrollment		
Less than 20%	8.6	85.9
20% or more	13.8	82.8
School size		
Less than 150	11.0	79.0
150 to 499	7.3	84.8
500 to 749	11.0	87.8
750 or more	22.0	95.4
Urban fringe/large town	20.7	81.8
School level		
Elementary	—	—
Secondary	28.0	89.4
Combined	16.7	77.5
Minority enrollment		
Less than 20%	18.6	83.6
20% or more	25.5	77.5
School size		
Less than 150	26.4	71.2
150 to 499	17.7	88.0
500 to 749	10.8	90.4
750 or more	10.7	86.3
Rural/small town	10.5	82.7
School level		
Elementary	—	—
Secondary	15.1	85.5
Combined	9.3	82.0
Minority enrollment		
Less than 20%	9.4	82.6
20% or more	16.3	83.7
School size		
Less than 150	12.1	82.9
150 to 499	5.5	84.0
500 to 749	—	—
750 or more	—	—

—Too few cases for a reliable estimate.

*These percentages vary from those published in *Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993–94* (NCES 95-191) because the two analyses used different variables to identify schools with 12th grade. This analysis used the variable that had been used in the 1987–88 and 1990–91 versions of this report to maintain consistency across this series of analyses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table 2.8—Average years of instruction in various subjects required for high school graduation in schools with 12th grade and percent with a community service requirement for the class of 1994, by selected school characteristics: 1993–94

	Average years instruction required						Percent that required community service
	English	Math	Computer science	Social sciences	Physical sciences	Foreign language	
TOTAL	3.9	2.6	0.4	3.0	2.3	0.6	12.0
PUBLIC	3.9	2.5	0.3	3.0	2.2	0.3	3.1
Central city	3.9	2.5	0.2	3.0	2.2	0.3	2.9
School level							
Elementary	—	—	—	—	—	—	—
Secondary	3.9	2.5	0.2	3.0	2.2	0.3	3.3
Combined	3.9	2.7	0.2	3.0	2.3	0.3	—
Minority enrollment							
Less than 20%	3.9	2.4	0.2	3.0	2.2	0.2	4.1
20% or more	3.9	2.6	0.2	3.0	2.3	0.4	2.5
School size							
Less than 150	3.9	2.5	0.2	3.0	2.3	0.3	—
150 to 499	3.9	2.6	0.2	3.1	2.3	0.3	—
500 to 749	3.7	2.6	0.3	3.0	2.2	0.2	0.0
750 or more	3.9	2.5	0.2	3.0	2.2	0.4	3.9
Urban fringe/large town	3.8	2.4	0.2	3.0	2.2	0.3	5.3
School level							
Elementary	—	—	—	—	—	—	—
Secondary	3.8	2.4	0.2	3.0	2.1	0.3	5.5
Combined	3.9	2.5	0.3	3.0	2.3	0.1	3.1
Minority enrollment							
Less than 20%	3.8	2.4	0.2	3.0	2.1	0.2	3.3
20% or more	3.8	2.5	0.2	3.1	2.2	0.4	7.5
School size							
Less than 150	3.8	2.6	0.4	3.0	2.3	0.2	—
150 to 499	3.8	2.5	0.1	3.0	2.2	0.2	5.8
500 to 749	3.9	2.6	0.3	3.1	2.3	0.2	—
750 or more	3.8	2.4	0.2	3.0	2.1	0.4	6.1
Rural/small town	3.8	2.5	0.3	2.9	2.2	0.3	2.5
School level							
Elementary	—	—	—	—	—	—	—
Secondary	3.8	2.5	0.3	2.9	2.2	0.3	2.6
Combined	3.9	2.5	0.3	3.0	2.3	0.3	1.7
Minority enrollment							
Less than 20%	3.8	2.4	0.3	2.9	2.2	0.2	2.7
20% or more	3.9	2.7	0.4	3.0	2.4	0.3	2.0
School size							
Less than 150	3.9	2.6	0.5	3.0	2.4	0.3	2.6
150 to 499	3.8	2.4	0.3	2.9	2.2	0.2	2.3
500 to 749	3.9	2.5	0.3	3.0	2.2	0.3	1.8
750 or more	3.9	2.6	0.2	2.9	2.2	0.3	3.4

Table 2.8—Average years of instruction in various subjects required for high school graduation in schools with 12th grade and percent with a community service requirement for the class of 1994, by selected school characteristics: 1993–94—Continued

	Average years instruction required						Percent that required community service
	English	Math	Computer science	Social sciences	Physical sciences	Foreign language	
PRIVATE	4.0	2.9	0.6	3.2	2.5	1.2	31.8
Central city	3.9	3.0	0.6	3.3	2.6	1.6	37.1
School level							
Elementary	—	—	—	—	—	—	—
Secondary	4.0	2.9	0.6	3.1	2.5	1.6	52.4
Combined	3.9	3.0	0.7	3.3	2.7	1.5	28.8
Minority enrollment							
Less than 20%	3.9	2.9	0.7	3.2	2.6	1.6	38.4
20% or more	4.0	3.1	0.5	3.3	2.6	1.5	35.4
School size							
Less than 150	3.8	3.1	0.6	3.3	2.7	1.3	13.4
150 to 499	4.0	2.9	0.7	3.2	2.6	1.7	47.4
500 to 749	4.0	3.0	0.7	3.2	2.6	1.8	60.4
750 or more	4.0	3.1	0.5	3.2	2.6	1.8	56.2
Urban fringe/large town	3.9	2.9	0.7	3.2	2.5	1.3	28.0
School level							
Elementary	—	—	—	—	—	—	—
Secondary	4.0	2.8	0.5	3.1	2.4	1.6	49.5
Combined	3.9	2.9	0.7	3.3	2.6	1.1	16.6
Minority enrollment							
Less than 20%	3.9	2.9	0.7	3.2	2.6	1.3	27.6
20% or more	4.0	2.9	0.6	3.2	2.3	1.4	29.2
School size							
Less than 150	3.9	2.8	0.6	3.3	2.5	0.9	11.5
150 to 499	4.0	3.0	0.7	3.2	2.4	1.5	37.4
500 to 749	4.0	3.0	0.5	3.0	2.8	1.9	45.4
750 or more	4.0	3.1	0.5	3.1	2.7	1.6	40.2
Rural/small town	4.0	2.8	0.6	3.2	2.4	0.8	29.1
School level							
Elementary	—	—	—	—	—	—	—
Secondary	4.0	2.6	0.7	3.0	2.3	0.9	43.9
Combined	4.0	2.8	0.6	3.3	2.4	0.7	25.6
Minority enrollment							
Less than 20%	4.0	2.8	0.6	3.3	2.3	0.8	27.7
20% or more	4.0	2.9	0.3	2.8	2.4	0.6	38.6
School size							
Less than 150	4.0	2.8	0.6	3.2	2.2	0.6	30.9
150 to 499	4.0	2.8	0.7	3.3	2.6	1.1	25.2
500 to 749	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

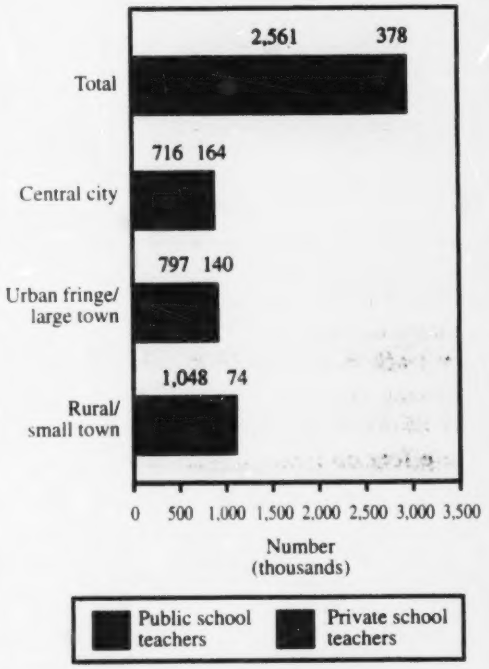
NOTE: Due to a change in item wording between the 1990–91 and 1993–94 questionnaires, this table uses a slightly different subsample of schools than the similar table published in the 1990–91 report. In 1990–91 the questions were asked of private schools and public districts that served 12th graders, and in 1993–94 they were asked of private schools & public districts that offered regular high school diplomas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (District and School Questionnaires).

CHAPTER 3 • THE SCHOOL WORK FORCE

While the previous chapter described the structure and students of the nation's schools, this chapter examines some of the basic characteristics of the diverse population of principals and teachers who manage the schools and teach the students. It describes the composition of the school work force, the demographic characteristics and qualifications of teachers and principals, and teachers' participation in professional development activities. Additional aspects of the professional lives of teachers and administrators are treated in later chapters.

Figure 3.1—Number of public and private school teachers, by community type: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

COMPOSITION OF THE SCHOOL WORK FORCE

There were approximately 2.9 million elementary and secondary school teachers in 1993–94—2.6 million in public schools and 380,000 in private schools.

The vast majority of the nation's teachers and principals worked in public schools. Of the approximately 2.9 million elementary and secondary school teachers in 1993–94, about 2.6 million taught in public schools, and about 380,000 in private schools (table 3.1, figure 3.1). The distribution of teachers across the different community types corresponded to the distribution of schools across community types (see chapter 2): more private school teachers worked in central cities and urban fringe areas than in rural areas, while more public school teachers taught in rural than in central cities or urban fringe areas. About 80,000 principals worked in the public sector, compared with 25,000 in the private sector.

A wide variety of professional staff supported teaching and learning activities in schools. Table 3.2 shows the numbers of teacher aides, school counselors, and clerical staff, as well as various other types of school employees. In the 1993–94 SASS, for the first time schools reported separately the numbers of instructional coordinators, school counselors, and secretaries or clerical staff.

Jobs in schools were often, but not always, full time. About two-thirds of school counselors, librarians/media professionals, and teacher aides worked full time, more than three-quarters of principals, assistant principals, and secretaries and clerical

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staff worked in their school on a full-time basis (table 3.3), about half of instructional coordinators and supervisors (49 percent) and library or media aides (54 percent), and 26 percent of "other professionals" (such as school psychologists, social workers, occupational therapists, speech therapists, or nurses) worked full time. The public sector was more likely than the private to employ many types of staff full time, notably assistant principals (87 percent compared with 64 percent), school counselors (70 percent compared with 50 percent), and teacher aides (68 percent compared with 49 percent). In rural areas principals of public and private schools were less likely to work full-time than their central city or urban fringe counterparts.

DEMOGRAPHIC CHARACTERISTICS OF TEACHERS AND PRINCIPALS

Recent literature has stressed how important it is for racial–ethnic minority students to attend schools with minority teachers and administrators on their staff. Some researchers have suggested that viewing minority adults in positions of authority can have a positive effect on minority students' motivation.[1] Others claim that minority teachers are better equipped than white teachers to influence and communicate with their minority students.[2] In any case, racial–ethnic and gender diversity in the teaching work force has often been a goal of education reformers.

In 1993–94, more than 7 out of 10 teachers were women (table 3.4 and figure 3.2).[3] The ratio of female to male teachers was notably high in elementary schools, where at least 80 percent of all teachers in both the public and private sectors and across community types were women. Among teachers overall, the percentage of women has increased very slightly since 1987–88 (71 percent to 73 percent).

Among principals the work force is still largely made up of men and white, non-Hispanics (table 3.5 and figure 3.2), though some gains have been made in increasing the proportions of women and minority principals. In 1993–94, 39 percent of all principals were women and 14 percent were a member of a racial–ethnic minority group, up from 35 percent and 12 percent, respectively, in 1990–91.[4] Private schools, in particular, tended to employ women as principals—about half of all private school principals were women—though public schools were twice as likely as private schools to employ minority principals (16 percent versus 8 percent).

Nearly half of all schools had no minority teachers, while 13 percent of all schools had at least 30 percent minority teachers.

Within schools, the distributions of teachers and principals by race–ethnicity mirrored the various distributions of minority students in individual public and private schools and across community types (see chapter 2). About 48 percent of all schools had no minority teachers, while 13 percent of all schools had at least 30 percent minority teachers, although this varied by sector and community type (figure 3.3 and table 3.6).[5] While 2 in 3 private schools had no minority teachers, this was the case for about 2 in 5 public schools. The average central city public school had 26 percent minority teachers, compared with an average of 11 percent in urban fringe public schools and 7 percent in rural public schools.

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[1] A. V. Adair, *The Illusion of Black Progress* (Lanham, MD: University Press of America, 1984); Patricia A Graham, "Black Teachers: A Drastically Scarce Resource," *Phi Delta Kappan* 68(8) (1987) 598-605; J. Stewart, K. J. Meier, R. M. LaFollette, and R. E. England, "In Quest of Role Models: Change in Black Teacher Representation in Urban School Districts, 1968–1986," *Journal of Negro Education* 58 (1989): 140–152.

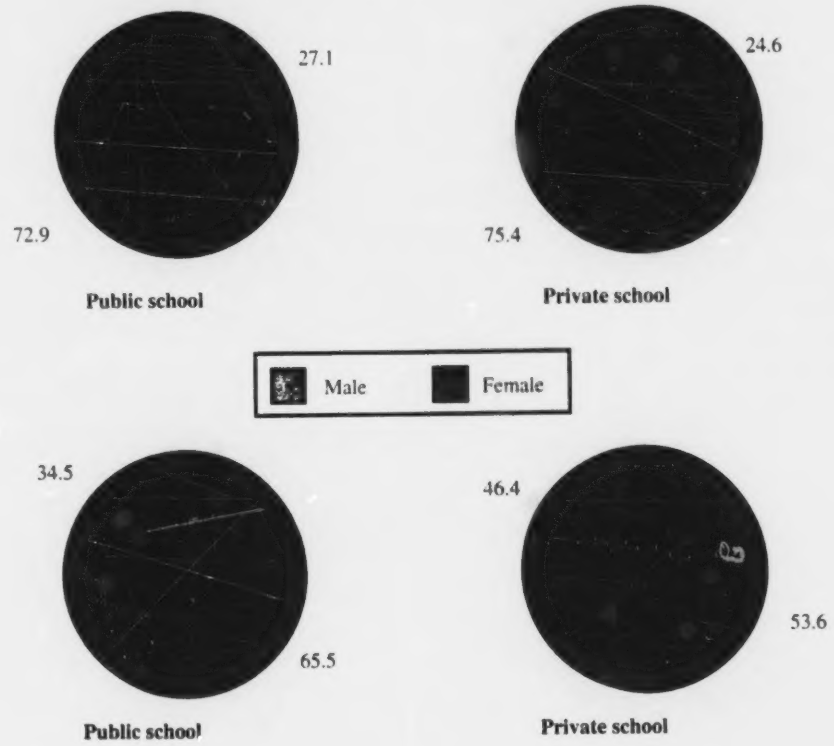
[2] S. H. King, "The Unlimited Presence of African-American Teachers," *Review of Educational Research*, 63(2) (Summer 1993):115–149.

[3] Appendix tables A7 and A8 show comparable data for public schools by state and for private schools by typology.

[4] Appendix tables A9 and A10 show comparable data for public schools by state and for private schools by typology.

[5] Appendix tables A11 and A12 show comparable data for public schools by state and for private schools by typology.

Figure 3.2—Percentage distribution of public and private school teachers and principals by sex: 1993–94



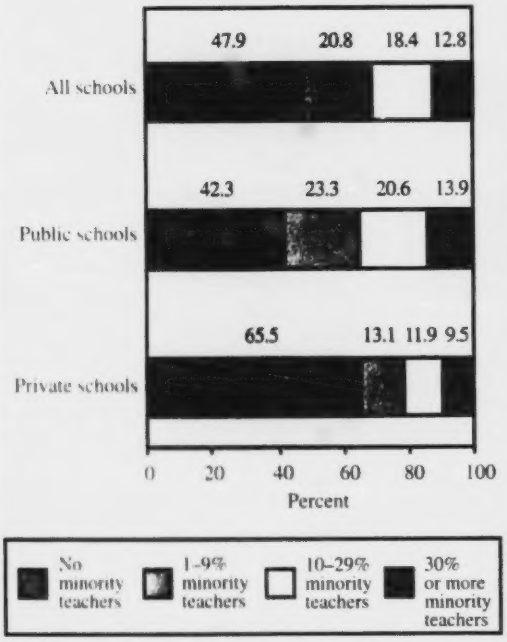
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher and Administrator Questionnaires).

Public central city schools with at least 20 percent minority students averaged 33 percent minority teachers, compared with 4 percent for their counterpart schools with less than 20 percent minority students. Public schools in urban fringe and rural areas with at least 20 percent of minority students also had a far greater proportion of minority teachers than their counterparts with fewer minority students, and this was true of public school principals in all three community types as well. Thus, schools with the most minority students tended to have the most minority teachers and principals.

QUALIFICATIONS OF TEACHERS AND PRINCIPALS

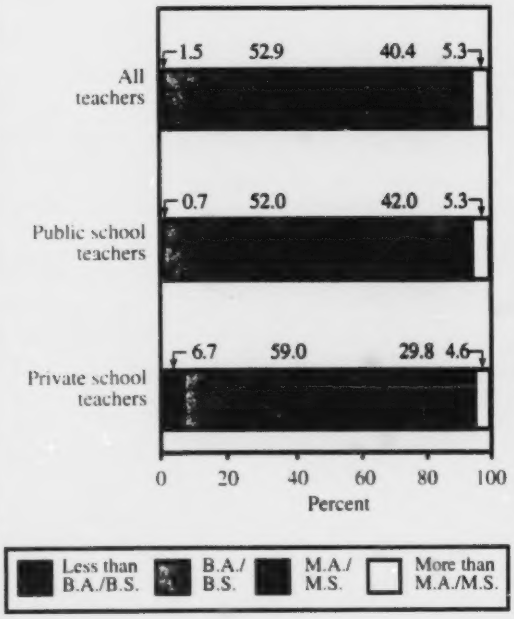
Conventional wisdom holds that teachers with more credentials should be more effective in the classroom than those with lesser credentials. While many aspects of teacher quality are difficult to measure, the 1993–94 SASS provided several indicators of teachers' and principals' qualifications, including their highest degree earned, years of classroom experience, participation in an induction program, and type of certification.

Figure 3.3—Percentage distribution of all schools and public and private schools, by percent minority teachers: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Figure 3.4—Percentage distribution of all teachers and public and private school teachers, by highest degree earned: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Overall, most teachers held a bachelor's degree or more, though as many as 46 percent of all teachers had earned a higher degree than a bachelor's degree (table 3.7 and figure 3.4). Teachers in public schools averaged more years of teaching experience than their counterparts in private schools (15 years compared with 12 years). Most principals had a master's degree or more, though this varied by the sector of school in which they taught.[6] In the private sector, about one-third of principals had not earned a master's degree, compared with only 1 percent of public school principals.

Fifty-one percent of all new teachers have participated in a teacher induction program.

Participation in a teacher induction program is treated here as a teacher qualification because these programs support teachers at the beginning of their careers. However, participation is limited to those teachers who work in districts or schools that offer the programs. Formally conceived in the late 1980s, teacher induction programs provide support for beginning teachers in a variety of ways, often in the form of mentorships with more experienced teachers.

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[6] Appendix tables A13 and A14 show comparable data for public schools by state and for private schools by typology.

In recent years, participation in these programs has increased among newer teachers. In 1993–94, about half of all new teachers (those with 3 or fewer years of teaching experience) had participated in a formal induction program (table 3.8). Forty-one percent of teachers with 4–9 years of experience had participated in one of these programs, but teachers with 10 or more years of experience were much less likely to have done so.

This trend was particularly apparent in the public sector. While between 19 and 29 percent of private school teachers at all experience levels had been through a teacher induction program, in the public sector the rate of participation increased from 16 percent of teachers with 20 or more years of experience to 56 percent of new teachers.

Teachers' certification type varied by sector, state, and private school type (tables 3.9 and 3.10). Many private schools do not require teachers to have certification, and about 37 percent of private school teachers were not certified in their main assignment field. Of those who were certified, about 44 percent of private school teachers had regular certificates, as did 75 percent of public school teachers.

State-by-state comparisons show a diversity of certification types, reflecting at least in part differences in requirements for public school teachers in different states.[7] In 28 states, at least 1 percent of teachers had a newer form of certification such as an alternative or provisional certificate.

PROFESSIONAL DEVELOPMENT OF TEACHERS

Like all professionals, teachers need to update their skills and knowledge throughout their careers. One way they accomplish this is to participate in professional development activities—an effort that their schools often support.

Ninety-seven percent of all teachers engaged in some form of professional development activity in 1993–94.

Nearly all teachers engaged in some form of professional development activity in 1993–94. Only 3 percent of all teachers reported participating in none of the activities mentioned in the 1993–94 SASS (table 3.11 and figure 3.5), and many reported spending more than 8 hours in a single program (table 3.12). For example, 26 percent spent more than 8 hours in teaching methods programs, and 15 percent spent at least 8 hours pursuing further study in the field they taught.

During the 1993–94 school year, almost half of all teachers were given release time to attend a class or workshop or to otherwise engage in professional development activities, and about 40 percent had time for these programs built into their schedules (table 3.13). Teachers could also indicate whether they received other types of support, including per diem travel expenses, tuition or fees, or professional growth credits. Whereas about 39 percent of private school teachers were given release time (compared with 48 percent of public school teachers), private school teachers were more likely to receive tuition reimbursements than public school teachers (33 percent versus 23 percent). However, about 22 percent of public school teachers and 30 percent of private school teachers received none of these types of support from their districts or schools.

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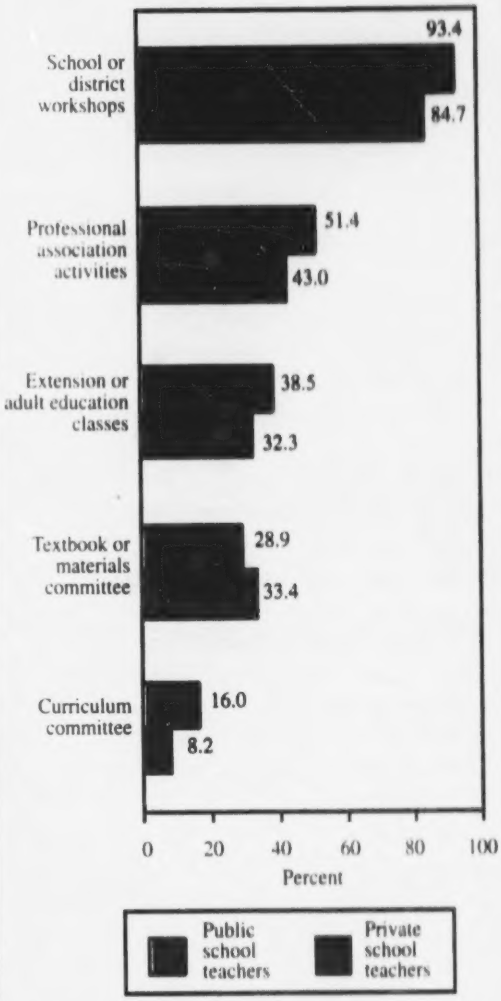
[7] National Center for Education Information, C. Emily Feistritzer and David T. Chester, *Alternative Teacher Certification* (Santa Fe, NM: 1995).

Figure 3.5—Percentage of public and private school teachers who had participated in various types of activities since the end of the last school year: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaires).

Table 3.1—Number of teachers and principals, by selected school characteristics: 1993–94

	Total		Public		Private	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
TOTAL	2,939,659	104,634	2,561,294	79,618	378,365	25,015
Central city	880,337	28,720	716,313	19,027	164,024	9,693
School level						
Elementary	505,849	19,100	433,255	13,793	72,593	5,307
Secondary	233,809	4,121	205,270	3,162	28,539	960
Combined	58,094	2,763	14,697	547	43,396	2,215
Minority enrollment						
Less than 20%	245,718	8,711	158,833	4,400	86,885	4,311
20% or more	552,033	17,273	494,389	13,101	57,644	4,172
School size						
Less than 150	36,283	4,475	11,160	997	25,123	3,477
150 to 499	236,179	10,876	160,793	6,801	75,385	4,076
500 to 749	205,921	5,846	183,527	5,235	22,394	611
750 or more	319,368	4,786	297,742	4,468	21,626	318
Urban fringe/large town	937,493	30,169	797,217	21,700	140,276	8,469
School level						
Elementary	538,702	20,318	470,160	15,463	68,542	4,854
Secondary	280,713	5,218	257,886	4,397	22,827	821
Combined	46,667	2,397	11,241	433	35,426	1,964
Minority enrollment						
Less than 20%	499,989	16,477	406,338	11,184	93,651	5,293
20% or more	366,092	11,455	332,948	9,109	33,144	2,346
School size						
Less than 150	34,789	4,713	8,881	1,065	25,908	3,647
150 to 499	259,761	11,377	187,354	7,950	72,406	3,427
500 to 749	235,682	6,620	220,432	6,249	15,249	371
750 or more	335,850	5,222	322,619	5,029	13,230	193
Rural/small town	1,121,828	45,745	1,047,764	38,891	74,065	6,854
School level						
Elementary	627,190	27,620	596,595	24,428	30,595	3,192
Secondary	360,614	11,227	350,193	10,704	10,422	524
Combined	69,698	4,359	42,392	1,767	27,307	2,593
Minority enrollment						
Less than 20%	740,756	31,644	679,760	26,010	60,996	5,634
20% or more	316,747	11,563	309,420	10,888	7,328	675
School size						
Less than 150	92,467	10,849	61,533	6,165	30,934	4,684
150 to 499	467,181	21,614	436,925	20,101	30,256	1,513
500 to 749	265,631	6,915	261,410	6,840	4,221	—
750 or more	232,224	3,829	229,311	3,793	2,913	—

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding, cell suppression or questionnaire nonresponse. Numbers are headcounts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

Table 3.2—Number of elementary and secondary school employees,* by employee type and selected school characteristics: 1993–94

	Assistant principals	Instructional coordinators and supervisors	School counselors	Librarians/ media prof.	Library/ media aides	Other prof. staff	Teacher aides	Secretaries/ clerical staff
TOTAL	60,522	48,659	117,192	89,240	62,667	224,359	521,393	262,316
PUBLIC	49,490	40,012	104,244	75,127	55,269	207,262	470,245	216,044
Central city	16,797	11,676	28,808	17,969	11,268	62,969	155,297	59,760
School level								
Elementary	8,794	8,003	16,377	13,218	8,418	48,003	121,785	35,702
Secondary	7,519	3,286	11,676	4,453	2,727	11,634	22,480	22,242
Combined	484	387	754	298	123	3,332	11,031	1,815
Minority enrollment								
Less than 20%	2,964	2,372	6,311	4,577	3,425	13,110	26,471	13,202
20% or more	13,832	9,304	22,497	13,391	7,843	49,858	128,826	46,558
School size								
Less than 150	223	192	906	434	245	2,472	5,246	1,715
150 to 499	2,100	3,358	6,626	6,059	3,543	21,109	49,358	14,462
500 to 749	3,988	3,610	6,643	5,469	3,460	19,156	48,118	14,599
750 or more	10,486	4,516	14,633	6,006	4,020	20,231	52,575	28,984
Urban fringe/large town	16,265	14,827	30,610	21,466	17,177	62,595	131,375	72,043
School level								
Elementary	7,182	8,296	15,247	15,166	12,133	45,704	102,852	38,127
Secondary	8,756	6,412	14,786	5,936	4,909	14,973	22,466	32,372
Combined	327	120	576	364	134	1,918	6,057	1,543
Minority enrollment								
Less than 20%	7,412	7,536	16,250	12,065	10,210	33,494	62,884	35,561
20% or more	8,853	7,292	14,359	9,401	6,967	29,101	68,491	36,482
School size								
Less than 150	269	211	496	579	543	1,824	4,766	1,521
150 to 499	1,604	4,161	6,839	7,514	5,571	21,016	40,644	16,068
500 to 749	3,785	3,890	7,293	6,496	5,132	21,076	43,170	18,523
750 or more	10,608	6,565	15,981	6,876	5,931	18,679	42,796	35,931
Rural/small town	16,428	13,509	44,826	35,692	26,824	81,698	183,573	84,241
School level								
Elementary	6,985	7,732	23,948	22,877	18,335	55,273	146,254	46,126
Secondary	8,592	5,359	19,072	11,351	7,673	22,204	27,086	34,174
Combined	851	418	1,806	1,465	815	4,222	10,233	3,941
Minority enrollment								
Less than 20%	9,905	9,970	31,097	25,342	19,074	56,975	109,626	57,490
20% or more	6,523	3,539	13,729	10,350	7,750	24,724	73,947	26,751
School size								
Less than 150	279	1,132	5,324	4,639	2,648	5,320	12,600	7,889
150 to 499	3,995	5,485	20,116	18,833	14,519	42,741	90,200	36,659
500 to 749	5,392	3,315	9,490	7,275	5,474	21,123	50,253	19,768
750 or more	6,762	3,576	9,897	4,946	4,183	12,514	30,521	19,924

Table 3.2—Number of elementary and secondary school employees,* by employee type and selected school characteristics: 1993–94—Continued

	Assistant principals	Instructional coordinators and supervisors	School counselors	Librarians/ media prof.	Library/ media aides	Other prof. staff	Teacher aides	Secretaries/ clerical staff
PRIVATE	11,032	8,647	12,948	14,113	7,398	17,097	51,148	46,272
Central city	5,170	3,258	6,179	6,271	3,003	7,188	24,114	20,509
School level								
Elementary	2,025	1,154	1,861	3,391	1,480	2,210	13,444	8,765
Secondary	1,237	669	2,089	1,086	357	1,895	1,644	4,455
Combined	1,908	1,435	2,229	1,794	1,166	3,083	9,026	7,288
Minority enrollment								
Less than 20%	2,684	1,483	2,743	3,601	1,693	2,383	13,935	11,214
20% or more	2,486	1,775	3,436	2,670	1,310	4,805	10,179	9,295
School size								
Less than 150	1,368	1,412	1,663	1,242	553	2,999	8,309	4,610
150 to 499	2,293	1,190	2,396	3,528	1,505	2,987	11,480	9,185
500 to 749	846	387	998	776	420	557	2,277	3,334
750 or more	663	269	1,123	725	525	644	2,048	3,381
Urban fringe/large town	3,954	2,988	4,508	5,043	1,987	7,036	17,978	15,986
School level								
Elementary	1,683	1,074	986	2,943	1,212	2,008	9,938	7,099
Secondary	946	700	1,878	836	429	949	846	3,693
Combined	1,325	1,214	1,644	1,264	347	4,079	7,195	5,194
Minority enrollment								
Less than 20%	2,599	1,827	3,099	3,619	1,483	3,824	9,451	10,993
20% or more	1,355	1,161	1,409	1,424	504	3,212	8,527	4,993
School size								
Less than 150	1,124	1,121	1,507	951	303	2,760	7,951	3,878
150 to 499	1,848	1,416	1,739	3,079	974	3,363	8,356	8,268
500 to 749	517	201	588	644	431	572	1,081	1,944
750 or more	465	250	673	369	279	340	591	1,896
Rural/small town	1,908	2,401	2,262	2,799	2,408	2,873	9,055	9,777
School level								
Elementary	652	707	571	1,379	1,661	695	4,177	4,053
Secondary	372	169	722	475	220	702	846	2,061
Combined	885	1,525	968	945	527	1,477	4,032	3,663
Minority enrollment								
Less than 20%	1,639	2,231	1,763	2,456	2,199	1,911	7,528	8,265
20% or more	270	169	499	343	209	963	1,528	1,512
School size								
Less than 150	993	1,971	1,019	1,208	1,166	1,806	5,923	5,101
150 to 499	764	364	980	1,368	1,096	901	2,730	3,884
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*Includes full- and part-time employees.

NOTE: Details may not add to totals due to rounding, cell suppression, or questionnaire nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

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Table 3.3—Percentage of school employees who were full-time in one school, by employee type and selected school characteristics: 1993–94

	Principals	Assistant principals	Instructional coordinators and supervisors	School counselors	Librarians/ media prof.	Library/ media aides	Other prof. staff	Teacher aides	Secretaries/ clerical staff
TOTAL	85.6	82.6	49.0	67.9	65.4	54.2	26.1	66.0	82.5
PUBLIC	88.7	86.8	47.7	70.1	69.3	57.9	24.4	67.8	84.7
Central city	94.9	90.1	62.8	77.9	80.6	61.4	28.1	70.7	85.7
School level									
Elementary	95.7	85.3	61.1	66.5	77.0	55.5	23.3	66.6	82.4
Secondary	94.6	95.5	66.4	93.5	92.1	78.5	39.2	81.9	90.8
Combined	79.8	93.2	65.5	82.6	69.6	84.5	57.1	92.6	89.0
Minority enrollment									
Less than 20%	91.6	86.2	42.1	71.0	73.4	59.7	18.0	64.0	82.8
20% or more	96.1	91.0	68.1	79.8	83.1	62.1	30.7	72.1	86.6
School size									
Less than 150	61.6	66.0	46.8	53.3	34.9	48.7	42.9	84.7	83.4
150 to 499	95.1	71.2	53.0	56.1	69.1	50.6	20.9	77.0	78.9
500 to 749	97.8	85.3	59.9	71.5	82.9	57.2	21.2	69.1	83.4
750 or more	98.6	96.3	73.0	92.1	93.5	75.3	40.2	64.8	90.4
Urban fringe/large town	94.3	88.2	47.1	76.7	72.2	56.4	24.4	57.2	84.0
School level									
Elementary	93.4	80.6	41.6	60.4	65.2	50.0	19.6	52.9	79.5
Secondary	97.6	94.3	53.7	93.2	89.3	71.6	35.9	68.6	88.7
Combined	91.7	94.3	72.3	87.3	85.5	76.5	49.0	88.4	95.1
Minority enrollment									
Less than 20%	93.5	83.0	38.3	71.3	69.9	52.5	26.4	54.3	82.9
20% or more	95.3	92.6	56.2	82.9	75.3	62.1	22.2	59.8	85.0
School size									
Less than 150	62.4	48.4	49.5	51.7	33.8	32.9	41.9	67.1	73.7
150 to 499	92.2	68.7	33.1	45.9	56.4	41.7	19.1	60.4	77.0
500 to 749	99.5	79.7	46.3	73.5	73.0	56.0	18.9	49.6	80.5
750 or more	98.1	95.2	56.4	92.2	92.0	72.7	35.1	60.8	89.3
Rural/small town	82.7	81.9	35.2	60.6	61.7	57.4	21.5	73.0	84.7
School level									
Elementary	81.1	77.9	31.1	44.7	55.3	54.4	19.7	72.6	82.5
Secondary	87.0	85.8	41.4	80.0	73.6	63.2	25.7	73.6	87.3
Combined	78.6	75.7	33.7	64.9	69.7	68.8	24.2	77.3	87.2
Minority enrollment									
Less than 20%	80.1	78.4	31.3	58.0	57.1	52.4	20.4	68.0	82.9
20% or more	88.8	87.3	46.2	66.3	73.2	69.6	24.1	80.3	88.6
School size									
Less than 150	39.0	36.1	16.5	21.1	21.9	31.7	20.0	56.1	64.9
150 to 499	87.1	62.3	28.1	48.0	55.6	52.1	16.4	72.9	83.4
500 to 749	97.5	83.3	35.2	76.4	82.4	67.1	24.7	75.0	88.5
750 [illegible] more	99.5	94.3	52.1	92.2	92.1	79.1	34.4	76.7	91.1

Table 3.3—Percentage of school employees who were full-time in one school, by employee type and selected school characteristics: 1993–94—Continued

	Principals	Assistant principals	Instructional coordinators and supervisors	School counselors	Librarians/ media prof.	Library/ media aides	Other prof. staff	Teacher aides	Secre- taries/ clerical staff
PRIVATE	76.7	63.7	55.2	50.1	45.1	26.4	46.5	49.4	72.0
Central city	82.0	67.0	56.9	53.8	50.2	34.8	43.8	50.1	76.0
School level									
Elementary	84.6	59.0	38.6	25.1	36.5	22.2	17.1	45.5	69.6
Secondary	84.2	80.9	70.8	71.1	79.4	46.7	73.8	69.3	83.5
Combined	77.2	66.4	65.2	61.4	58.3	47.1	44.5	53.4	79.2
Minority enrollment									
Less than 20%	83.0	70.2	50.8	54.4	49.5	28.3	31.1	42.7	76.6
20% or more	80.9	63.5	62.1	53.3	51.0	43.2	50.1	60.2	75.4
School size									
Less than 150	70.0	58.9	48.4	51.3	26.3	42.5	36.8	61.5	60.7
150 to 499	89.6	65.0	64.5	37.3	45.9	33.3	53.1	42.4	76.6
500 to 749	88.3	71.9	59.8	66.8	73.0	33.8	33.5	47.5	84.5
750 or more	93.9	84.2	64.2	81.2	87.3	31.6	42.0	49.7	87.1
Urban fringe/large town	79.3	69.6	59.6	47.8	44.2	29.6	50.3	50.9	71.8
School level									
Elementary	80.5	66.8	36.4	22.5	35.6	23.1	17.4	36.0	65.5
Secondary	81.5	70.3	81.5	68.5	66.9	31.6	44.8	29.6	79.9
Combined	76.2	72.7	67.5	39.5	49.1	49.8	67.8	73.9	74.7
Minority enrollment									
Less than 20%	76.8	70.2	59.9	52.3	43.6	30.9	37.5	44.4	72.6
20% or more	85.2	68.5	59.1	38.1	45.7	25.8	65.6	58.1	70.0
School size									
Less than 150	65.9	78.0	65.8	39.2	15.4	1.6	58.5	50.2	56.8
150 to 499	88.8	61.6	54.0	40.8	45.5	23.3	46.0	50.9	73.4
500 to 749	94.8	75.2	76.0	63.2	60.5	52.1	29.6	51.3	83.0
750 or more	91.1	75.0	50.1	72.0	79.4	47.2	60.6	59.1	83.9
Rural/small town	66.0	42.5	47.3	44.4	35.3	13.3	44.2	44.8	63.8
School level									
Elementary	65.8	21.8	63.6	29.8	24.5	7.7	18.3	30.8	50.3
Secondary	93.2	60.9	74.6	71.9	64.4	34.6	61.3	93.6	88.1
Combined	61.7	49.9	36.7	32.3	36.5	21.8	48.3	49.1	65.2
Minority enrollment									
Less than 20%	63.2	39.1	45.4	35.4	31.8	11.7	30.8	37.8	59.8
20% or more	89.3	62.9	72.3	75.8	60.7	29.9	70.8	79.4	85.8
School size									
Less than 150	58.1	33.4	44.7	40.8	21.7	10.0	48.6	42.9	47.0
150 to 499	87.1	46.6	56.8	39.5	39.6	10.7	29.0	44.4	82.3
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire)

Table 3.4—Percentage distribution of teachers by sex and race–ethnicity, percent minority teachers, and average teacher age, by selected school characteristics: 1993–94

	Sex		Race–ethnicity						
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.	% Minority (nonwhite)	Average age
TOTAL	26.8	73.2	87.2	6.8	4.1	0.7	1.1	12.8	42.9
PUBLIC	27.1	72.9	86.5	7.4	4.2	0.8	1.1	13.5	43.1
Central city	26.5	73.5	74.8	14.6	8.3	0.5	1.7	25.2	43.7
School level									
Elementary	17.5	82.5	73.1	15.2	9.4	0.5	1.7	26.9	43.3
Secondary	45.6	54.4	78.9	12.2	6.7	0.7	1.5	21.1	44.6
Combined	34.6	65.4	73.6	16.6	6.8	1.2	1.7	26.4	44.4
Minority enrollment									
Less than 20%	27.7	72.3	95.3	2.3	1.4	0.6	0.4	4.7	43.8
20% or more	26.4	73.6	68.4	18.2	10.8	0.5	2.1	31.6	43.7
School size									
Less than 150	32.4	67.6	84.8	9.3	2.8	1.1	2.0	15.2	44.4
150 to 499	18.4	81.6	73.8	15.8	8.4	0.6	1.3	26.2	43.8
500 to 749	18.1	81.9	73.0	16.8	8.1	0.3	1.8	27.0	43.5
750 or more	36.4	63.6	76.4	12.2	9.0	0.7	1.8	23.6	43.8
Urban fringe/large town	26.1	73.9	89.2	5.1	3.5	0.7	1.5	10.8	43.7
School level									
Elementary	15.0	85.0	88.6	5.4	3.7	0.8	1.5	11.4	43.4
Secondary	45.9	54.1	90.8	4.3	3.0	0.6	1.2	9.2	44.3
Combined	31.5	68.5	85.9	7.6	1.9	1.0	3.6	14.1	42.7
Minority enrollment									
Less than 20%	27.1	72.9	96.6	1.2	1.0	0.6	0.5	3.4	43.9
20% or more	24.7	75.3	80.3	9.7	6.5	0.9	2.6	19.7	43.4
School size									
Less than 150	25.0	75.0	92.7	5.2	1.1	0.5	0.5	7.3	41.9
150 to 499	17.3	82.7	92.2	4.6	1.4	0.8	0.9	7.8	44.2
500 to 749	19.9	80.1	90.1	4.4	3.0	1.0	1.5	9.9	43.3
750 or more	35.3	64.7	87.0	5.7	5.1	0.5	1.7	13.0	43.7
Rural/small town	28.2	71.8	92.5	4.1	2.0	1.0	0.4	7.5	42.2
School level									
Elementary	16.2	83.8	92.6	4.1	1.9	1.1	0.4	7.4	42.1
Secondary	48.5	51.5	93.1	3.6	2.1	0.8	0.4	6.9	42.5
Combined	31.5	68.5	91.2	6.2	1.1	0.9	0.5	8.8	41.4
Minority enrollment									
Less than 20%	29.8	70.2	97.1	1.1	0.8	0.7	0.3	2.9	42.3
20% or more	25.1	74.9	83.0	10.5	4.3	1.7	0.6	17.0	42.1
School size									
Less than 150	31.2	68.8	95.2	1.6	1.7	1.4	0.2	4.8	41.7
150 to 499	24.3	75.7	94.6	2.8	1.4	1.0	0.3	5.4	42.3
500 to 749	26.8	73.2	91.6	5.2	1.7	1.1	0.3	8.4	42.0
750 or more	36.9	63.1	89.7	5.7	3.1	0.7	0.7	10.3	42.4

Table 3.4—Percentage distribution of teachers by sex and race–ethnicity, percent minority teachers, and average teacher age, by selected school characteristics: 1993–94—Continued

	Sex		Race–ethnicity						
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.	% Minority (nonwhite)	Average age
PRIVATE	24.6	75.4	91.9	3.1	3.2	0.4	1.4	8.1	41.6
Central city	25.4	74.6	88.6	4.8	4.2	0.3	2.0	11.4	41.6
School level									
Elementary	13.3	86.7	85.7	7.3	5.0	0.4	1.6	14.3	41.6
Secondary	47.2	52.8	90.9	2.1	5.0	0.3	1.7	9.1	42.6
Combined	31.5	68.5	91.7	3.0	3.2	0.3	1.8	8.3	41.0
Minority enrollment									
Less than 20%	25.9	74.1	96.1	1.2	2.2	0.2	0.4	3.9	41.7
20% or more	24.8	75.2	77.1	10.7	7.9	0.6	3.6	22.9	41.4
School size									
Less than 150	16.8	83.2	81.8	9.6	5.8	0.5	2.2	18.2	40.4
150 to 499	22.8	77.2	89.6	4.6	3.8	0.3	1.8	10.4	41.3
500 to 749	29.5	70.5	88.8	3.0	6.9	—	1.1	11.2	42.4
750 or more	40.7	59.3	92.2	2.9	2.8	0.6	1.4	7.8	42.9
Urban fringe/large town	23.2	76.8	93.5	2.0	2.9	0.5	1.1	6.5	42.3
School level									
Elementary	11.7	88.3	94.5	1.7	2.6	0.4	0.9	5.5	42.4
Secondary	52.4	47.6	93.5	1.1	4.2	0.2	1.0	6.5	42.6
Combined	24.6	75.4	91.1	2.7	3.5	0.9	1.8	8.9	41.3
Minority enrollment									
Less than 20%	22.5	77.5	96.5	0.7	1.9	0.5	0.4	3.5	42.6
20% or more	23.1	76.9	84.6	5.0	6.5	0.6	3.3	15.4	40.9
School size									
Less than 150	18.2	81.8	92.1	3.3	3.5	0.3	1.0	7.9	41.3
150 to 499	20.0	80.0	93.3	1.7	3.0	0.7	1.2	6.7	41.9
500 to 749	27.5	72.5	94.2	1.0	3.6	—	0.9	5.8	43.8
750 or more	40.0	60.0	94.9	—	2.7	0	1.6	5.1	43.2
Rural/small town	25.5	74.5	96.4	1.2	1.7	0.3	0.3	3.6	40.5
School level									
Elementary	12.2	87.8	98.2	0.8	0.6	0.1	0.2	1.8	41.0
Secondary	55.9	44.1	95.8	1.5	2.3	0	0.4	4.2	41.2
Combined	27.3	72.7	94.1	1.8	3.0	0.7	0.4	5.9	39.3
Minority enrollment									
Less than 20%	23.3	76.7	96.5	1.1	1.8	0.3	0.3	3.5	40.4
20% or more	38.2	61.8	94.0	2.6	2.1	0.6	0.6	6.0	40.4
School size									
Less than 150	21.4	78.6	94.3	2.3	2.6	0.5	0.4	5.7	38.8
150 to 499	26.5	73.5	98.3	0.6	0.8	—	0.3	1.7	40.9
500 to 749	23.7	76.3	93.5	0	—	—	0	6.5	44.0
750 or more	46.8	53.2	99.4	—	0	0	—	—	46.2

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression. The proportion of minority teachers presented here varies from that presented in table 3.6 for two reasons: 1) the estimates in table 3.4 were computed from the Teacher Questionnaire data and the estimates in table 3.6 were computed from the School Questionnaire data; and 2) table 3.4 presents the proportion of all teachers, aggregated across schools, who were of minority background and table 3.6 presents the average proportion of minority teachers per school.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table 3.5—Percentage distribution of principals by sex and race–ethnicity, percent minority principals, and average principal age, by selected school characteristics: 1993–94

	Sex		Race–ethnicity						
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.	% Minority (nonwhite)	Average age
TOTAL	60.9	39.1	86.2	8.7	3.6	0.7	0.8	13.8	47.5
PUBLIC	65.5	34.5	84.3	10.1	4.1	0.8	0.8	15.7	47.7
Central city	52.6	47.4	65.4	24.3	8.3	0.6	1.4	34.6	48.7
School level									
Elementary	48.5	51.5	64.6	24.5	8.7	0.6	1.6	35.4	48.6
Secondary	73.8	26.2	69.4	21.7	7.7	0.6	0.7	30.6	48.8
Combined	56.6	43.4	71.6	18.5	7.7	—	1.5	28.4	47.8
Minority enrollment									
Less than 20%	64.6	35.4	92.1	3.9	1.9	1.0	1.1	7.9	48.5
20% or more	49.5	50.5	56.8	30.5	10.7	0.5	1.6	43.2	48.6
School size									
Less than 150	63.2	36.8	75.5	18.6	5.8	—	0	24.5	49.2
150 to 499	46.1	53.9	62.4	29.1	7.1	0.6	0.8	37.6	48.7
500 to 749	56.0	44.0	68.5	20.4	8.2	0.8	2.2	31.5	48.2
750 or more	59.0	41.0	65.0	21.0	11.4	0.6	2.0	35.0	48.8
Urban fringe/large town	59.2	40.8	84.9	8.8	4.5	0.5	1.3	15.1	48.2
School level									
Elementary	53.4	46.6	83.8	9.0	5.1	0.5	1.7	16.2	48.2
Secondary	83.2	16.8	89.0	7.6	2.1	0.7	0.5	11.0	48.6
Combined	67.4	32.6	94.5	2.2	2.2	—	—	5.5	47.7
Minority enrollment									
Less than 20%	66.5	33.5	95.7	1.7	1.1	0.5	0.9	4.3	48.0
20% or more	52.3	47.7	72.2	16.9	8.5	0.5	2.0	27.8	48.6
School size									
Less than 150	57.2	42.8	92.0	6.5	1.0	—	0	8.0	46.5
150 to 499	55.2	44.8	84.0	9.4	4.6	0.7	1.2	16.0	48.2
500 to 749	59.1	40.9	86.3	7.9	3.4	0.5	1.8	13.7	48.5
750 or more	69.8	30.2	84.0	8.3	6.0	—	1.5	16.0	48.6
Rural/small town	75.2	24.8	93.1	3.8	1.8	1.0	0.2	6.9	46.9
School level									
Elementary	68.3	31.7	92.8	4.3	1.7	0.9	0.2	7.2	46.9
Secondary	91.2	8.8	93.5	2.9	2.3	1.2	0.1	6.5	46.5
Combined	84.1	15.9	93.2	3.5	0.8	2.1	—	6.8	47.7
Minority enrollment									
Less than 20%	77.3	22.7	97.9	0.7	0.6	0.6	0.1	2.1	46.7
20% or more	71.7	28.3	81.3	11.3	4.9	2.2	0.3	18.7	47.2
School size									
Less than 150	73.0	27.0	94.5	1.2	2.0	2.[illegible]	—	5.5	46.1
150 to 499	75.3	24.7	93.7	3.7	1.7	0.8	0.1	6.3	47.0
500 to 749	76.1	23.9	91.4	5.6	1.5	1.1	—	8.6	46.9
750 or more	81.0	19.0	90.1	6.0	3.2	0.5	0.3	9.9	47.3

Table 3.5—Percentage distribution of principals by sex and race–ethnicity, percent minority principals, and average principal age, by selected school characteristics: 1993–94—Continued

	Sex		Race–ethnicity						
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.	% Minority (nonwhite)	Average age
PRIVATE	46.4	53.6	92.5	4.2	2.1	0.5	0.7	7.5	47.1
Central city	43.9	56.1	86.3	9.1	2.6	1.2	0.9	13.7	48.0
School level									
Elementary	32.0	68.0	83.4	10.7	2.7	1.9	1.4	16.6	48.5
Secondary	67.3	32.7	94.2	2.3	3.1	0	—	5.8	47.6
Combined	57.9	42.1	91.4	4.2	3.2	—	—	8.6	47.5
Minority enrollment									
Less than 20%	45.8	54.2	97.4	1.0	1.0	—	0.5	2.6	48.3
20% or more	39.7	60.3	75.6	15.3	4.7	2.8	1.5	24.4	48.1
School size									
Less than 150	40.9	59.1	83.1	11.2	2.0	2.1	1.6	16.9	47.1
150 to 499	39.9	60.1	88.3	6.8	3.6	0.7	—	11.7	48.9
500 to 749	58.4	41.6	92.4	—	2.9	—	—	7.6	48.0
750 or more	71.1	28.9	94.3	—	—	0	—	5.7	51.0
Urban fringe/large town	44.3	55.7	95.5	1.2	2.6	0.1	0.6	4.5	47.6
School level									
Elementary	30.8	69.2	95.8	0.7	2.5	0	1.0	4.2	48.7
Secondary	66.9	33.1	96.9	—	2.1	—	0	3.1	48.3
Combined	61.0	39.0	95.5	1.6	2.6	—	0	4.5	44.6
Minority enrollment									
Less than 20%	45.2	54.8	98.3	—	1.1	—	—	1.7	47.8
20% or more	36.3	63.7	90.2	2.1	5.6	—	1.8	9.8	47.1
School size									
Less than 150	46.7	53.3	96.0	0.6	2.8	—	—	4.0	46.2
150 to 499	36.0	64.0	95.2	1.4	2.4	—	—	4.8	48.9
500 to 749	44.5	55.5	99.8	—	0	0	0	—	48.5
750 or more	73.2	26.8	95.6	0	—	—	0	4.4	47.0
Rural/small town	52.6	47.4	97.5	1.1	0.8	0	0.5	2.5	45.3
School level									
Elementary	35.0	65.0	96.8	2.1	—	0	—	3.2	45.9
Secondary	62.1	37.9	98.3	—	0	0	0	—	47.7
Combined	71.3	28.7	97.9	—	—	0	—	2.1	44.0
Minority enrollment									
Less than 20%	52.6	47.4	98.5	—	1.0	0	0	1.5	45.1
20% or more	48.6	51.4	87.6	7.9	0	0	—	12.4	46.6
School size									
Less than 150	50.9	49.1	96.6	1.6	—	0	—	3.4	44.4
150 to 499	55.2	44.8	99.6	—	—	0	0	—	47.8
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

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Table 3.6—Percentage distribution of schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by selected school characteristics: 1993–94

	Percent minority teachers				Average percent minority teachers*	Percent with minority principals
	None	1–9%	10–29%	30%+		
TOTAL	47.9	20.8	18.4	12.8	11.5	13.8
PUBLIC	42.3	23.3	20.6	13.9	12.3	15.7
Central city	17.1	17.5	31.6	33.9	25.8	34.6
School level						
Elementary	17.5	15.4	31.8	35.2	26.7	35.4
Secondary	14.1	27.0	30.6	28.4	22.2	30.6
Combined	25.1	13.5	30.2	31.2	23.8	28.4
Minority enrollment						
Less than 20%	54.2	31.9	12.0	1.9	4.3	7.9
20% or more	4.7	12.6	38.1	44.6	33.0	43.2
School size						
Less than 150	52.5	2.5	20.1	24.9	15.7	24.5
150 to 499	19.6	14.0	29.1	37.3	27.8	37.6
500 to 749	14.8	20.1	33.4	31.7	25.2	31.5
750 or more	7.5	23.2	35.8	33.5	25.8	35.0
Urban fringe/large town	34.3	33.0	22.2	10.5	10.9	15.1
School level						
Elementary	35.9	30.8	22.1	11.2	11.4	16.2
Secondary	28.7	42.1	21.1	8.2	9.0	11.0
Combined	32.6	19.8	38.0	9.6	13.6	5.5
Minority enrollment						
Less than 20%	55.7	37.4	6.4	0.5	2.8	4.3
20% or more	8.1	27.7	41.5	22.7	20.8	27.8
School size						
Less than 150	73.7	2.2	18.3	5.8	6.5	8.0
150 to 499	42.5	27.9	19.9	9.6	10.3	16.0
500 to 749	34.6	33.2	21.5	10.8	10.4	13.7
750 or more	11.9	47.8	27.6	12.8	13.5	16.0
Rural/small town	58.8	20.8	14.3	6.0	6.6	6.9
School level						
Elementary	59.1	20.0	15.2	5.7	6.7	7.2
Secondary	59.7	22.4	12.3	5.6	6.0	6.5
Combined	50.1	22.6	14.8	12.5	9.3	6.8
Minority enrollment						
Less than 20%	76.7	18.1	4.4	0.8	1.9	2.1
20% or more	16.0	27.2	38.1	18.7	18.0	18.7
School size						
Less than 150	80.3	3.9	9.9	5.8	5.8	5.5
150 to 499	61.9	18.8	13.4	5.9	6.0	6.3
500 to 749	46.9	29.5	18.0	5.5	7.4	8.6
750 or more	27.6	44.0	20.3	8.1	9.9	9.9

Table 3.6—Percentage distribution of schools by percent minority teachers, average percent minority teachers, and percentage of schools with minority principals, by selected school characteristics: 1993–94—Continued

	Percent minority teachers				Average percent minority teachers*	Percent with minority principals
	None	1–9%	10–29%	30%+		
PRIVATE	65.5	13.1	11.9	9.5	8.9	7.5
Central city	46.7	16.7	17.4	19.2	17.1	13.7
School level						
Elementary	51.1	11.3	16.3	21.3	17.7	16.6
Secondary	34.1	39.6	16.2	10.1	9.3	5.8
Combined	42.0	19.5	20.2	18.3	18.8	8.6
Minority enrollment						
Less than 20%	65.4	21.6	11.4	1.6	4.3	2.6
20% or more	27.2	11.6	23.6	37.6	30.5	24.4
School size						
Less than 150	48.2	7.1	19.4	25.3	22.1	16.9
150 to 499	48.3	19.3	17.0	15.4	14.0	11.7
500 to 749	38.0	35.1	12.8	14.0	12.5	7.6
750 or more	25.7	58.9	7.8	7.6	8.5	5.7
Urban fringe/large town	67.9	15.2	11.7	5.2	5.4	4.5
School level						
Elementary	74.2	10.5	8.8	6.5	5.3	4.2
Secondary	53.2	31.1	12.8	2.9	4.5	3.1
Combined	58.9	20.1	18.2	2.8	6.1	4.5
Minority enrollment						
Less than 20%	78.9	15.5	5.2	0.4	1.7	1.7
20% or more	41.8	14.7	27.0	16.5	14.2	9.8
School size						
Less than 150	78.9	4.5	11.2	5.5	5.2	4.0
150 to 499	59.4	22.4	12.7	5.6	6.0	4.8
500 to 749	54.4	37.5	8.0	0	2.9	—
750 or more	39.1	46.4	11.6	—	4.6	4.4
Rural/small town	86.1	6.3	5.2	2.3	2.4	2.5
School level						
Elementary	87.4	4.1	6.1	2.4	2.4	3.2
Secondary	73.5	17.6	5.6	—	3.8	—
Combined	86.7	7.3	3.9	2.0	2.0	2.1
Minority enrollment						
Less than 20%	89.6	5.8	3.4	1.2	1.3	1.5
20% or more	54.5	11.7	21.8	12.0	11.8	12.4
School size						
Less than 150	88.8	3.0	5.4	2.8	2.5	3.4
150 to 499	78.2	16.7	4.2	—	1.9	—
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*The proportion of minority teachers presented here varies from that presented in table 3.4 for two reasons: 1) the estimates in table 3.4 were computed from the Teacher Questionnaire data and the estimates in table 3.6 were computed from the School Questionnaire data; and 2) table 3.4 presents the proportion of all teachers, aggregated across schools, who were of minority background and table 3.6 presents the average proportion of minority teachers per school.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

Table 3.7—Percentage distribution of teachers and principals by highest degree earned and average years of teaching experience, and principals' average years of teaching experience before becoming principals, by selected school characteristics: 1993–94

	Teachers						Principals			
	Less than bachelor's	Bachelor's	Master's	Ed specialist	Ph.D. or prof. degree	Avg. yrs. teaching exp.	Less than master's	Master's	More than master's	Avg. yrs. tchg. exp. before principal
TOTAL	1.5	52.9	40.4	4.4	0.9	14.8	9.3	60.6	30.1	11.1
PUBLIC	0.7	52.0	42.0	4.6	0.7	15.2	1.4	63.4	35.2	11.2
Central city	0.7	49.4	43.9	4.9	1.2	15.1	0.5	64.0	35.5	11.6
School level										
Elementary	0.2	52.4	42.6	4.0	0.8	14.7	0.5	65.9	33.6	11.8
Secondary	1.6	44.1	46.2	6.2	1.9	16.2	0.8	62.7	36.6	10.9
Combined	1.4	40.9	46.8	8.7	2.2	14.3	0.0	50.6	49.4	10.7
Minority enrollment										
Less than 20%	0.8	47.6	46.7	4.1	0.8	16.0	—	65.6	34.2	10.5
20% or more	0.6	50.1	42.9	5.0	1.3	14.8	0.6	64.6	34.8	11.9
School size										
Less than 150	0.9	51.6	36.7	8.8	2.0	14.8	—	64.6	34.4	11.4
150 to 499	0.4	50.6	44.3	3.6	1.2	15.0	—	62.2	37.1	12.1
500 to 749	0.2	53.0	41.4	4.6	0.9	15.0	—	66.2	33.7	11.3
750 or more	1.1	46.8	45.4	5.4	1.4	15.3	0.5	67.4	32.1	11.1
Urban fringe/large town	0.7	46.4	46.5	5.5	0.8	15.9	1.1	62.2	36.7	11.3
School level										
Elementary	0.3	49.5	44.4	5.3	0.6	15.4	1.1	63.9	35.1	11.5
Secondary	1.4	39.4	52.0	6.0	1.3	17.0	1.0	57.2	41.7	10.7
Combined	1.7	55.4	36.7	5.4	0.8	14.5	3.6	49.1	47.3	10.0
Minority enrollment										
Less than 20%	0.6	43.9	49.7	5.2	0.6	16.6	0.8	61.5	37.7	11.1
20% or more	0.7	48.7	43.5	6.0	1.2	15.1	1.5	62.9	35.6	11.5
School size										
Less than 150	1.5	56.7	36.6	3.8	1.4	12.8	4.1	55.8	40.1	9.6
150 to 499	0.6	46.6	46.3	6.1	0.5	16.2	1.0	65.5	33.6	11.9
500 to 749	0.6	47.4	46.6	4.3	1.0	15.5	0.9	60.7	38.4	11.3
750 or more	0.8	44.5	47.7	6.0	1.0	16.1	0.9	60.0	39.1	10.6
Rural/small town	0.8	58.0	37.2	3.7	0.4	14.7	2.1	63.7	34.2	10.9
School level										
Elementary	0.2	60.2	35.8	3.5	0.2	14.5	2.4	63.3	34.3	11.0
Secondary	1.6	53.7	40.4	3.8	0.6	15.2	1.4	65.6	33.0	10.7
Combined	0.9	59.3	35.0	4.5	0.3	13.6	3.1	65.9	31.0	11.3
Minority enrollment										
Less than 20%	0.7	55.9	39.4	3.7	0.4	15.1	2.4	63.5	34.1	10.8
20% or more	0.9	62.2	33.0	3.5	0.4	13.9	1.5	65.5	33.0	11.2
School size										
Less than 150	0.6	72.9	23.8	2.6	0.1	13.4	9.7	70.0	20.3	10.6
150 to 499	0.5	59.8	35.9	3.4	0.4	14.8	0.9	65.2	33.9	11.3
500 to 749	0.9	56.0	39.1	3.7	0.3	14.6	—	59.4	40.6	10.7
750 or more	1.2	52.3	41.8	4.4	0.4	15.0	—	57.1	42.6	10.2

Table 3.7—Percentage distribution of teachers and principals by highest degree earned and average years of teaching experience, and principals' average years of teaching experience before becoming principals, by selected school characteristics: 1993–94—Continued

	Teachers						Principals			
	Less than bachelor's	Bachelor's	Master's	Ed specialist	Ph.D. or prof. degree	Avg. yrs. teaching exp.	Less than master's	Master's	More than master's	Avg. yrs. tchg. exp. before principal
PRIVATE	6.7	59.0	29.8	2.9	1.7	12.2	34.3	51.6	14.1	10.8
Central city	6.4	58.0	30.1	3.2	2.3	12.0	26.7	56.8	16.5	10.9
School level										
Elementary	6.4	67.2	22.5	2.9	0.9	11.5	24.9	58.6	16.5	11.3
Secondary	2.1	46.3	45.3	3.2	3.1	13.8	8.7	64.1	27.2	11.5
Combined	9.7	53.2	29.9	3.8	3.4	11.5	31.0	58.7	10.3	9.8
Minority enrollment										
Less than 20%	6.0	59.1	30.1	2.3	2.5	12.2	24.5	58.3	17.2	10.9
20% or more	7.3	58.6	28.0	4.7	1.5	11.5	24.9	60.1	15.0	11.0
School size										
Less than 150	10.9	57.6	23.5	6.7	1.4	9.3	39.0	46.0	14.9	9.4
150 to 499	6.5	64.6	24.4	2.6	1.9	11.6	15.9	67.8	16.3	11.8
500 to 749	6.5	55.6	34.5	1.9	1.5	13.1	12.8	69.6	17.6	10.8
750 or more	1.6	44.1	47.5	2.6	4.2	14.9	2.8	73.7	23.5	13.5
Urban fringe/large town	5.4	57.8	32.5	2.8	1.5	12.8	33.0	50.3	16.7	11.6
School level										
Elementary	6.5	64.4	25.9	2.5	0.7	12.5	36.5	50.4	13.1	12.6
Secondary	1.5	42.9	48.4	3.8	3.3	14.2	4.2	60.9	34.8	13.2
Combined	5.9	53.6	36.4	2.4	1.7	12.0	37.6	44.6	17.7	9.0
Minority enrollment										
Less than 20%	4.8	57.5	34.1	2.2	1.5	13.1	32.2	51.3	16.5	11.7
20% or more	7.1	57.7	29.6	4.2	1.4	11.6	35.9	47.2	16.9	11.3
School size										
Less than 150	10.3	61.0	24.1	2.9	1.7	11.0	51.8	31.0	17.2	9.7
150 to 499	5.0	59.7	31.7	2.6	1.1	12.5	17.6	66.7	15.7	13.0
500 to 749	2.1	52.5	40.7	3.0	1.7	14.5	7.8	76.7	15.5	13.6
750 or more	2.0	44.9	47.6	2.7	2.8	14.6	12.7	63.3	24.1	11.6
Rural/small town	9.7	63.2	24.0	2.5	0.6	11.3	46.8	45.7	7.5	9.5
School level										
Elementary	7.8	72.0	17.9	2.2	—	11.2	41.7	52.6	5.7	11.9
Secondary	1.4	54.6	40.2	0.9	2.9	13.1	4.9	83.5	11.6	8.4
Combined	15.1	57.1	23.5	4.0	0.4	10.6	59.0	31.6	9.4	7.2
Minority enrollment										
Less than 20%	10.4	63.9	22.2	3.0	0.5	11.3	48.7	44.6	6.8	9.9
20% or more	4.2	59.1	34.8	—	1.7	11.1	21.7	62.9	15.4	8.8
School size										
Less than 150	18.5	60.5	17.6	2.9	0.5	9.3	56.1	37.3	6.6	8.4
150 to 499	2.9	66.2	27.2	2.8	0.9	12.4	15.7	73.8	10.5	12.9
500 to 749	—	66.0	31.4	—	0.0	12.3	—	—	—	—
750 or more	—	60.9	37.0	0.0	0.0	17.8	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

Table 3.8—Percentage of teachers who participated in a formal induction program during their first year of teaching by years of teaching experience, and percentage who currently are mentor or master teachers in a formal induction program, by selected school characteristics: 1993–94

	Percent in induction program during first year, by years of teaching experience				Percent current mentor or master teacher
	3 or fewer	4–9	10–19	20 or more	
TOTAL	51.0	40.9	17.5	16.6	10.9
PUBLIC	56.4	44.0	17.4	15.8	11.0
Central city	60.4	48.3	21.8	20.7	12.1
School level					
Elementary	58.0	47.6	20.5	21.0	11.6
Secondary	63.4	46.5	22.9	19.3	11.8
Combined	60.8	49.6	27.4	28.4	12.2
Minority enrollment					
Less than 20%	57.5	46.9	13.1	14.4	10.9
20% or more	59.9	47.4	24.4	22.8	11.9
School size					
Less than 150	59.5	17.3	13.4	12.1	9.7
150 to 499	61.2	49.7	23.9	24.5	12.2
500 to 749	61.5	45.1	19.8	19.4	11.6
750 or more	57.2	48.9	21.4	19.5	11.5
Urban fringe/large town	60.1	46.2	17.0	16.2	11.0
School level					
Elementary	60.5	46.3	17.0	16.4	10.5
Secondary	57.1	45.9	17.7	16.8	12.0
Combined	46.7	39.6	18.1	19.7	11.0
Minority enrollment					
Less than 20%	53.0	40.8	16.3	14.1	10.2
20% or more	64.8	51.9	18.5	20.1	12.0
School size					
Less than 150	46.0	18.8	13.6	11.2	7.9
150 to 499	44.9	38.9	16.3	12.1	7.3
500 to 749	66.4	40.4	17.2	17.4	9.9
750 or more	62.0	55.9	18.0	18.8	14.0
Rural/small town	51.3	39.6	14.8	12.0	10.2
School level					
Elementary	49.7	38.9	14.7	12.2	10.3
Secondary	52.9	41.7	15.1	11.9	10.1
Combined	45.0	28.4	13.4	8.7	7.5
Minority enrollment					
Less than 20%	49.9	37.6	11.9	11.4	9.0
20% or more	51.7	42.8	20.9	13.6	12.6
School size					
Less than 150	36.6	23.4	10.8	5.4	7.1
150 to 499	45.4	32.7	12.9	11.9	9.6
500 to 749	55.8	42.5	16.0	12.2	10.4
750 or more	58.1	52.8	18.3	13.2	11.5

Table 3.8—Percentage of teachers who participated in a formal induction program during their first year of teaching by years of teaching experience, and percentage who currently are mentor or master teachers in a formal induction program, by selected school characteristics: 1993–94—Continued

	Percent in induction program during first year, by years of teaching experience				Percent current mentor or master teacher
	3 or fewer	4–9	10–19	20 or more	
PRIVATE	28.5	25.3	18.5	25.4	10.3
Central city	29.4	27.7	21.0	27.8	11.3
School level					
Elementary	26.9	25.2	21.7	32.5	9.7
Secondary	33.8	33.9	20.9	25.7	12.4
Combined	31.0	24.1	20.9	22.4	13.2
Minority enrollment					
Less than 20%	32.4	24.7	18.4	25.1	10.7
20% or more	26.0	28.9	27.1	32.0	12.2
School size					
Less than 150	18.8	21.8	14.8	28.9	9.2
150 to 499	31.9	24.2	23.9	27.0	9.8
500 to 749	32.3	31.9	17.9	37.8	11.9
750 or more	35.1	39.6	22.1	21.6	17.9
Urban fringe/large town	29.5	25.4	18.5	24.3	10.4
School level					
Elementary	24.5	24.8	16.0	24.0	8.1
Secondary	38.9	33.6	24.3	22.4	11.4
Combined	32.0	23.1	15.5	26.8	12.2
Minority enrollment					
Less than 20%	33.8	25.8	15.9	25.4	9.5
20% or more	19.2	25.3	22.1	21.1	10.8
School size					
Less than 150	26.0	16.9	16.7	23.8	11.3
150 to 499	27.7	26.4	18.1	23.0	9.2
500 to 749	35.8	34.4	14.1	29.8	9.2
750 or more	41.2	31.9	18.3	24.5	11.3
Rural/small town	24.9	20.2	12.6	22.6	8.1
School level					
Elementary	26.2	16.5	12.2	21.9	6.0
Secondary	39.6	21.4	19.4	21.6	15.9
Combined	20.2	27.3	11.4	27.1	8.0
Minority enrollment					
Less than 20%	23.9	22.2	11.8	22.8	7.6
20% or more	37.0	17.0	25.0	29.6	14.0
School size					
Less than 150	20.5	17.3	6.2	31.7	7.5
150 to 499	29.2	22.3	16.7	14.5	7.7
500 to 749	—	—	—	—	14.5
750 or more	—	—	—	—	13.8

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table 3.9—Percentage distribution of public school teachers by type of certification in main assignment field, by state: 1993–94

	Advanced	Regular	Alternative	Provisional	Proba-tionary	Temporary	Emer-gency	None
TOTAL	14.8	75.3	0.8	2.3	1.6	1.2	0.5	3.6
Alabama	30.6	65.0	1.1	—	0	0	0	3.2
Alaska	2.8	88.4	0.3	0.9	1.2	0.3	0	6.1
Arizona	4.8	81.6	1.2	0.8	2.3	6.8	0.3	2.2
Arkansas	7.2	88.0	0.8	0.7	0.6	—	—	2.7
California	9.3	76.8	1.2	0.8	1.3	2.1	3.6	5.0
Colorado	12.8	77.5	1.1	1.1	1.4	0.6	—	5.3
Connecticut	19.4	65.6	0.5	9.3	2.5	0.9	—	1.7
Delaware	16.5	73.1	—	—	—	3.5	—	4.7
District of Columbia	11.5	74.3	—	3.1	1.6	—	—	7.8
Florida	15.1	74.5	0.2	—	2.1	4.4	—	3.5
Georgia	23.2	69.0	0.2	2.9	0.9	0.6	0	3.2
Hawaii	30.3	50.6	2.1	0.3	4.1	0.6	—	11.8
Idaho	7.3	88.7	0.3	0.4	—	0.5	—	2.7
Illinois	4.3	88.6	0.7	1.1	—	0.4	0	4.8
Indiana	25.3	70.4	0.5	1.2	0.2	0.5	0	1.9
Iowa	23.3	66.2	—	3.4	1.4	2.0	0	3.4
Kansas	3.7	94.7	—	0.5	—	0	—	[illegible]
Kentucky	9.6	78.0	0.5	6.2	1.0	—	0.7	3.[illegible]
Louisiana	15.2	73.3	0.9	—	0.5	2.5	—	7.4
Maine	14.2	74.4	0.2	3.3	2.9	1.0	0	4.0
Maryland	71.8	20.6	—	2.4	—	—	0	4.6
Massach[illegible]	3.6	89.4	0.7	0.5	0	—	0.1	5.7
Michigan	9.4	76.6	1.3	8.6	2.9	0.5	—	0.7
Minnesota	3.4	92.1	—	0.8	1.2	0.5	0	2.0
Mississippi	15.3	76.6	1.5	1.3	1.0	0.5	0.4	3.3
Missouri	6.0	85.7	0.5	1.8	2.7	1.3	0	2.0
Montana	12.5	83.6	—	1.3	0.2	0.7	—	1.5
Nebraska	15.4	78.5	—	0	3.4	1.2	0	1.5
Nevada	9.7	83.1	—	0.4	1.9	2.2	0	1.8
New Hampshire	12.8	77.1	3.2	1.0	0.9	0.6	0	4.4
New Jersey	4.5	91.1	0.7	—	0.2	—	0.4	2.7
New Mexico	15.9	77.6	—	0.5	0.7	0.8	0.6	3.7
New York	7.2	72.2	1.0	5.9	4.6	2.2	0.1	6.7
North Carolina	17.6	72.0	0.6	1.9	3.5	0.9	0	3.6
North Dakota	8.6	87.7	0.7	0.2	0.7	1.0	—	1.0
Ohio	40.4	47.3	—	8.7	0.8	0.7	0	1.9
Oklahoma	2.5	92.5	0.6	1.2	1.1	1.0	0.1	1.1
Oregon	6.8	85.5	0.5	0.3	2.1	0.5	1.2	3.1
Pennsylvania	16.9	76.5	0.4	0.7	1.0	2.9	—	1.4
Rhode Island	46.5	47.4	—	3.2	1.4	—	—	—
South Carolina	29.9	63.3	0.6	0.3	—	0.8	0	5.0
South Dakota	9.8	86.8	—	—	0.5	1.3	0	1.4
Tennessee	33.6	55.7	0.9	0.5	7.0	—	—	2.1
Texas	7.5	80.3	3.1	2.7	1.2	0.3	0.8	4.1
Utah	9.5	83.2	1.1	0.4	2.2	0.6	—	3.0
Vermont	20.7	73.9	0	—	3.6	0	0	1.2
Virginia	29.5	62.1	0.3	1.6	1.7	0.5	—	4.3
Washington	6.6	84.9	0.3	0.2	4.0	0.9	0	3.2
West Virginia	42.2	51.1	1.4	1.3	1.0	1.3	0	1.6
Wisconsin	4.7	91.0	0	0.5	—	0.9	0.3	2.5
Wyoming	13.5	84.5	0	—	—	—	0	1.2

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

Table 3.10—Percentage distribution of private school teachers by type of certification in main assignment field, by private school affiliation: 1993–94

	Type of state certification							Non state-issued certif.	None
	Advanced	Regular	Alter-native	Pro-visional	Proba-tionary	Temp-orary	Emer-gency		
TOTAL	4.7	44.4	0.7	2.7	1.0	1.4	0.3	8.0	36.8
Catholic	5.2	54.0	0.6	3.9	1.2	1.6	—	8.0	25.4
Episcopal	7.4	29.8	—	—	—	—	—	7.4	52.7
Friends	5.1	28.4	—	2.8	—	—	0	5.9	55.7
7th-Day Adventist	14.7	22.1	1.5	1.4	—	0.8	—	21.8	37.3
Hebrew Day	1.8	29.1	—	1.0	—	—	0	10.6	52.3
Solomon Schechter	4.7	38.1	0	3.9	0	0	0	17.7	35.6
Other Jewish	4.0	34.2	0	—	1.8	—	—	7.2	49.7
Christian Schools Intl	5.2	54.1	—	5.2	—	—	0	8.1	25.6
Assoc of Christian Schools Intl	2.4	38.4	0	2.3	1.5	3.1	0	5.7	46.6
Lutheran, Missouri Synod	5.1	63.6	—	2.6	0.8	0.7	—	3.9	22.5
Lutheran, Wisconsin Synod	—	22.[illegible]	—	1.9	1.3	1.2	0	6.0	66.1
Evangelical Lutheran	1.7	50.7	0.6	1.1	—	1.1	—	6.0	38.4
Other Lutheran	—	34.5	—	0	1.6	0	0	10.3	51.4
Montessori	1.6	19.5	3.2	2.2	—	2.1	0	19.0	51.1
National Assoc of Private Schools for Exceptional Children	4.6	52.6	—	3.0	0.9	4.3	0.8	7.7	23.3
National Assoc for Independent Schools	3.6	33.8	0.3	0.7	1.2	0.7	0	6.5	53.2
Military	20.5	34.9	—	—	—	—	0	—	29.2
National Independent Private Schools Assoc	3.4	49.1	0	6.4	—	1.6	0	12.6	26.4
Other	5.1	39.0	0.8	1.5	1.0	1.0	0.9	7.1	43.7

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

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Table 3.11—Percentage of teachers who had participated in various activities related to teaching since the end of the last school year, by selected school characteristics: 1993–94

	School or district workshops or inservice	Extension, adult education, or college courses	Professional association activity	Curriculum committee	Textbook or materials committee	None
TOTAL	92.3	37.7	50.3	15.0	29.5	3.4
PUBLIC	93.4	38.5	51.4	16.0	28.9	2.8
Central city	93.2	38.3	50.6	16.7	25.2	3.4
School level						
Elementary	94.4	39.4	49.6	13.9	24.9	2.8
Secondary	91.2	35.9	51.9	23.3	26.4	4.6
Combined	90.7	40.1	47.6	19.1	17.6	5.4
Minority enrollment						
Less than 20%	94.3	39.9	53.2	16.7	26.0	2.7
20% or more	93.0	37.8	49.3	17.1	25.0	3.6
School size						
Less than 150	93.0	39.6	50.7	20.0	30.0	2.3
150 to 499	94.7	40.0	52.6	16.4	24.9	3.3
500 to 749	94.8	39.1	49.2	12.6	25.3	2.4
750 or more	91.7	36.8	49.6	19.9	25.2	4.1
Urban fringe/large town	93.4	38.4	53.2	15.0	28.5	2.9
School level						
Elementary	94.7	38.5	52.9	11.6	27.6	2.6
Secondary	91.0	37.9	53.4	20.5	31.0	3.5
Combined	90.4	34.7	47.7	15.3	18.7	3.4
Minority enrollment						
Less than 20%	92.9	39.3	53.1	14.5	30.4	2.9
20% or more	93.7	36.9	52.9	15.2	26.5	2.9
School size						
Less than 150	93.2	48.4	53.4	23.0	29.9	1.8
150 to 499	92.4	38.9	52.7	12.4	29.6	3.8
500 to 749	95.7	38.2	55.7	13.4	28.3	1.4
750 or more	92.2	37.6	51.4	16.9	28.3	3.5
Rural/small town	93.5	38.7	50.6	16.3	31.7	2.4
School level						
Elementary	94.4	38.7	51.4	12.1	32.2	1.9
Secondary	91.8	39.7	51.5	23.7	30.7	3.2
Combined	93.2	36.0	47.5	16.5	32.2	3.0
Minority enrollment						
Less than 20%	93.2	40.8	52.3	16.3	32.7	2.5
20% or more	93.9	34.8	49.0	16.6	29.3	2.3
School size						
Less than 150	92.4	47.7	50.6	17.5	31.6	2.7
150 to 499	94.1	38.7	52.7	14.9	34.3	2.0
500 to 749	93.0	38.7	50.6	16.0	30.4	2.7
750 or more	92.8	37.2	49.4	19.3	28.1	2.7

Table 3.11—Percentage of teachers who had participated in various activities related to teaching since the end of the last school year, by selected school characteristics: 1993–94—Continued

	School or district workshops or inservice	Extension, adult education, or college courses	Professional association activity	Curriculum committee	Textbook or materials committee	None
PRIVATE	84.7	32.3	43.0	8.2	33.4	7.4
Central city	85.9	32.7	44.8	8.9	34.1	5.9
School level						
Elementary	87.9	37.1	46.1	9.4	37.9	5.0
Secondary	85.6	36.1	47.2	9.6	34.1	6.1
Combined	82.2	24.7	38.1	8.1	28.3	8.2
Minority enrollment						
Less than 20%	86.2	32.5	43.7	8.1	34.6	6.4
20% or more	85.0	34.1	44.2	10.5	33.8	5.9
School size						
Less than 150	81.1	31.7	38.4	8.4	27.2	10.2
150 to 499	87.0	35.2	42.2	10.4	35.8	5.4
500 to 749	85.9	30.6	50.9	8.7	34.4	5.6
750 or more	86.6	30.4	49.0	5.5	37.0	5.0
Urban fringe/large town	85.0	32.0	44.4	7.8	33.2	7.0
School level						
Elementary	84.5	33.1	44.3	8.2	33.7	7.9
Secondary	85.7	35.6	47.0	8.3	38.1	5.9
Combined	86.4	29.7	42.3	6.9	27.5	4.6
Minority enrollment						
Less than 20%	84.9	32.8	44.6	7.0	33.1	6.6
20% or more	86.1	32.0	43.2	10.4	31.8	6.7
School size						
Less than 150	76.1	29.1	34.5	7.1	23.3	11.6
150 to 499	87.0	32.3	45.3	8.4	34.3	5.9
500 to 749	88.9	38.2	53.2	7.8	34.5	3.1
750 or more	89.4	34.6	47.3	6.6	40.9	4.9
Rural/small town	81.6	32.1	36.5	7.6	32.5	11.3
School level						
Elementary	88.4	39.5	44.2	8.3	40.1	6.1
Secondary	85.7	36.9	47.0	14.5	28.1	7.5
Combined	72.6	21.2	25.4	4.5	25.4	17.8
Minority enrollment						
Less than 20%	81.9	31.7	36.1	7.4	33.2	11.2
20% or more	80.4	32.3	45.5	10.9	25.5	8.9
School size						
Less than 150	78.3	30.7	31.4	6.5	28.9	14.5
150 to 499	84.5	32.4	38.5	8.0	34.8	8.5
500 to 749	87.4	32.8	54.0	10.2	50.4	4.8
750 or more	80.4	35.9	58.8	14.5	18.2	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

Table 3.12—Percentage of teachers who had participated in in-service or professional development programs more than 8 hours in length on various topics, by selected school characteristics: 1993–94

	Education technology	Teaching methods	Subject field	Student assessment	Cooperative learning
TOTAL	14.0	26.4	14.9	11.3	12.4
PUBLIC	14.8	27.4	15.3	12.0	13.1
Central city	16.8	31.1	17.6	13.3	15.2
School level					
Elementary	17.2	34.0	18.2	14.0	15.4
Secondary	16.7	24.6	16.7	11.3	14.8
Combined	14.7	26.3	15.7	16.3	10.5
Minority enrollment					
Less than 20%	17.2	29.4	16.2	12.7	11.4
20% or more	16.9	31.4	18.1	13.4	16.3
School size					
Less than 150	18.0	23.1	18.2	13.4	11.0
150 to 499	17.4	34.1	18.6	14.2	14.0
500 to 749	17.4	34.6	17.7	14.6	15.9
750 or more	16.5	27.2	17.1	11.8	15.3
Urban fringe/large town	14.8	27.3	15.9	12.1	13.1
School level					
Elementary	14.0	31.0	16.8	13.1	13.9
Secondary	16.3	20.9	14.2	10.2	12.1
Combined	10.8	19.3	12.9	7.9	11.5
Minority enrollment					
Less than 20%	14.7	25.9	15.2	11.4	12.0
20% or more	14.8	29.0	16.6	12.7	14.7
School size					
Less than 150	14.0	21.8	17.8	11.8	8.5
150 to 499	11.8	28.6	15.8	11.6	11.9
500 to 749	15.3	30.8	17.9	13.2	14.6
750 or more	16.0	24.3	14.4	11.5	13.2
Rural/small town	13.3	25.0	13.4	10.9	11.6
School level					
Elementary	12.7	28.0	13.7	11.5	12.1
Secondary	14.2	19.8	13.0	10.1	10.9
Combined	12.6	24.0	12.4	9.4	9.8
Minority enrollment					
Less than 20%	12.7	23.9	13.1	11.0	11.0
20% or more	14.3	27.3	14.1	10.8	13.0
School size					
Less than 150	10.3	22.6	13.7	10.5	8.2
150 to 499	12.2	26.2	13.8	10.6	11.8
500 to 749	14.5	24.9	12.8	11.3	11.4
750 or more	14.4	23.2	13.3	11.1	12.2

Table 3.12—Percentage of teachers who had participated in in-service or professional development programs more than 8 hours in length on various topics, by selected school characteristics: 1993–94—Continued

	Education technology	Teaching methods	Subject field	Student assessment	Cooperative learning
PRIVATE	8.4	19.5	12.1	7.0	8.0
Central city	8.9	21.4	13.4	8.3	9.0
School level					
Elementary	8.6	23.9	12.0	9.3	[illegible]
Secondary	9.0	16.4	15.0	7.4	[illegible]
Combined	9.2	18.7	14.0	5.3	6.3
Minority enrollment					
Less than 20%	8.2	20.7	12.2	6.8	7.7
20% or more	9.9	21.1	14.6	9.2	11.0
School size					
Less than 150	6.7	18.0	10.5	5.2	7.9
150 to 499	9.6	22.9	13.1	9.6	9.7
500 to 749	7.5	19.3	12.8	6.3	9.5
750 or more	10.5	18.7	17.0	5.5	7.4
Urban fringe/large town	8.8	19.0	11.6	5.7	7.2
School level					
Elementary	7.5	20.4	11.4	4.3	7.5
Secondary	10.2	14.1	14.1	5.7	6.5
Combined	10.7	19.2	10.5	7.3	6.1
Minority enrollment					
Less than 20%	8.4	18.8	10.6	5.0	6.6
20% or more	10.2	19.4	14.7	6.5	7.7
School size					
Less than 150	7.8	18.5	11.7	5.6	8.3
150 to 499	7.9	19.5	12.3	4.5	6.8
500 to 749	9.2	16.4	11.8	8.9	5.7
750 or more	15.8	19.4	7.6	5.8	6.2
Rural/small town	6.6	16.1	10.1	6.5	7.3
School level					
Elementary	5.1	18.8	10.8	6.3	10.5
Secondary	12.4	15.1	19.1	11.1	8.5
Combined	6.3	12.3	6.0	5.4	3.4
Minority enrollment					
Less than 20%	6.6	15.3	9.5	6.7	7.6
20% or more	8.0	18.3	15.5	6.0	5.7
School size					
Less than 150	4.1	16.7	9.3	6.4	7.8
150 to 499	8.0	14.9	9.9	5.3	5.5
500 to 749	20.5	14.6	12.5	6.2	9.3
750 or more	—	13.6	18.5	23.8	19.1

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

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Table 3.13—Percentage of teachers who received various types of support for in-service education or professional development in main teaching assignment field, by selected school characteristics: 1993–94

	Release time	Scheduled professional development time	Travel per diem expenses	Tuition or fees	Professional growth credits	None
TOTAL	47.0	39.5	23.5	24.1	31.2	23.4
PUBLIC	48.2	40.1	23.6	22.8	32.4	22.4
Central city	47.3	43.3	17.2	19.2	33.4	22.7
School level						
Elementary	50.0	46.0	15.8	20.9	35.3	20.5
Secondary	42.2	37.7	21.8	17.1	30.4	27.0
Combined	45.3	44.9	15.5	14.4	30.4	24.6
Minority enrollment						
Less than 20%	50.3	39.9	22.7	22.5	39.1	21.9
20% or more	46.6	44.4	16.0	18.6	31.9	22.9
School size						
Less than 150	48.5	41.1	21.6	18.8	38.0	20.6
150 to 499	48.8	47.2	18.2	22.4	36.1	18.6
500 to 749	48.4	45.1	14.1	20.3	33.5	22.5
750 or more	46.1	40.2	19.4	17.6	32.2	25.0
Urban fringe/large town	50.2	39.0	20.1	22.8	31.3	21.9
School level						
Elementary	53.0	41.6	18.6	24.3	33.6	18.7
Secondary	44.2	34.1	23.7	20.3	27.4	27.9
Combined	46.7	43.5	22.2	17.0	28.3	26.1
Minority enrollment						
Less than 20%	50.5	37.5	21.0	24.3	31.1	22.0
20% or more	48.9	40.8	19.8	21.0	31.7	22.1
School size						
Less than 150	45.0	39.7	21.7	26.7	31.3	27.6
150 to 499	53.5	40.3	19.8	24.3	32.3	19.2
500 to 749	56.0	41.1	21.5	24.5	32.7	17.1
750 or more	43.6	36.8	20.1	20.7	29.9	27.0
Rural/small town	47.4	38.6	30.6	25.3	32.6	22.4
School level						
Elementary	49.2	41.1	29.1	26.9	34.7	20.1
Secondary	44.5	34.8	33.2	23.4	29.0	26.2
Combined	46.0	40.6	31.8	21.6	32.1	23.0
Minority enrollment						
Less than 20%	48.2	36.6	30.5	26.4	30.3	23.0
20% or more	45.6	43.9	31.0	23.2	37.5	21.1
School size						
Less than 150	51.8	36.5	36.9	29.5	31.9	21.4
150 to 499	49.8	38.9	32.6	27.6	33.1	21.2
500 to 749	45.4	39.7	27.9	22.8	32.8	23.5
750 or more	44.1	38.6	28.5	23.1	31.4	23.6

Table 3.13—Percentage of teachers who received various types of support for in-service education or professional development in main teaching assignment field, by selected school characteristics: 1993–94—Continued

	Release time	Scheduled professional development time	Travel per diem expenses	Tuition or fees	Professional growth credits	None
PRIVATE	38.5	35.8	22.9	32.8	23.2	30.3
Central city	39.0	36.5	22.5	31.7	24.7	29.7
School level						
Elementary	39.9	37.7	17.6	31.8	27.5	27.9
Secondary	36.5	34.2	20.5	25.9	19.7	34.1
Combined	38.4	37.3	29.9	32.4	23.4	30.9
Minority enrollment						
Less than 20%	38.2	35.2	23.1	32.4	24.3	31.4
20% or more	39.6	39.4	20.1	28.6	25.3	28.0
School size						
Less than 150	35.4	35.4	18.2	24.1	19.2	38.6
150 to 499	39.2	36.7	20.6	31.6	25.7	29.4
500 to 749	38.0	40.4	21.9	30.9	28.7	26.4
750 or more	42.1	35.5	30.3	35.8	23.7	25.9
Urban fringe/large town	39.4	37.2	20.5	35.4	22.2	28.8
School level						
Elementary	39.6	34.3	16.1	36.0	23.1	29.1
Secondary	38.1	32.0	20.9	32.8	19.3	31.1
Combined	38.2	45.6	27.2	34.6	21.3	27.0
Minority enrollment						
Less than 20%	38.7	36.3	20.4	36.1	21.5	29.0
20% or more	39.6	39.1	19.2	32.1	23.1	28.5
School size						
Less than 150	31.6	35.4	20.1	29.7	13.8	37.2
150 to 499	39.5	37.8	18.7	35.0	23.4	28.1
500 to 749	50.6	34.8	26.3	41.7	24.7	20.0
750 or more	37.0	38.4	20.5	37.6	26.6	26.6
Rural/small town	35.6	31.7	28.4	30.3	21.9	34.2
School level						
Elementary	41.8	32.5	26.8	35.1	29.2	27.9
Secondary	40.4	28.6	33.4	39.5	21.2	28.7
Combined	26.1	30.4	27.6	22.5	12.7	43.5
Minority enrollment						
Less than 20%	35.0	30.7	27.0	30.4	21.5	34.5
20% or more	37.6	34.1	38.0	33.3	20.1	32.2
School size						
Less than 150	31.6	34.8	31.1	28.6	20.5	35.0
150 to 499	38.8	27.4	24.2	31.1	20.1	34.3
500 to 749	32.2	28.9	28.8	29.2	24.3	42.5
750 or more	43.0	32.1	36.5	51.7	40.2	14.5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

CHAPTER 4 • TEACHING ASSIGNMENTS

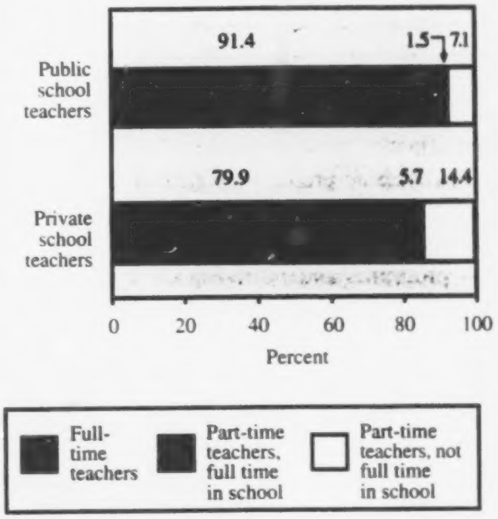
The characteristics of teachers' assignments are important indicators of their day-to-day working conditions. The types of teaching assignments, the hours required on the job, and class size all significantly affect the attractiveness of particular teaching positions and teachers' abilities to perform well. Other topics related to teachers' working conditions, such as school size and structure, management practices, and student problems are discussed in other chapters.

TYPE OF ASSIGNMENT

In 1993–94, the nation's schools employed 2.9 million teachers, who were about evenly divided between the elementary and secondary levels (table 4.1). Approximately two-thirds of the elementary school teachers had kindergarten or general elementary assignments, with the rest assigned to teach special education or subject-specific classes. Most secondary school teachers' main assignments were to teach specific subjects.

About 91 percent of public school teachers and 80 percent of private school teachers held full-time teaching assignments.

Figure 4.1—Percentage of teachers in public and private schools who were full and part time: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

Teaching is primarily a full-time job, with 90 percent of all teachers holding full-time teaching positions in 1993–94 (table 4.2). Private school teachers were more likely than public school teachers to have part-time positions or to be employed full time in their school but divide their time between teaching and some other responsibility such as administration, counseling, or serving as a department head or curriculum coordinator (figure 4.1). Public school teachers in central cities were slightly more likely than their counterparts in other community types to have full-time teaching positions (table 4.2). For private school teachers, there was no difference by community type.

Almost all teachers (96 percent) had a regular teaching assignment in one school (table 4.2). The rest were itinerant teachers who taught at more than one school or long-term substitutes who were filling in for regular teachers. Itinerant teachers often travel among several schools in a district to teach specialized subjects such as music or art. The proportion of

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public school teachers with itinerant status has decreased slightly in the past few years (from 5 percent in 1987–88 and 1990–91 to 4 percent in 1993–94).

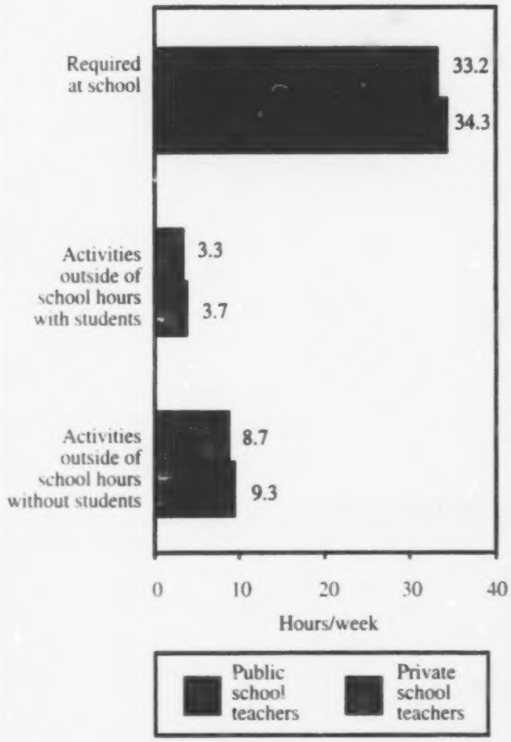
TIME SPENT ON THE JOB

Full-time teachers were required to spend an average of 33 hours per week in school, but spent additional time on school-related activities.

To be effective, a teacher must, in addition to conducting classes, spend considerable time in related activities such as preparing for class, working with students and their parents, evaluating students' work, and participating in developing and implementing school programs and policies. They typically discharge some of these responsibilities during the school day and others after school hours. In addition, teachers sometimes help enhance the quality of their schools' programs by participating in field trips and extracurricular activities outside school hours. Additional compensation is sometimes provided for teachers who take on certain types of responsibilities such as coaching an athletic team or developing new curriculum (see chapter 5).

Full-time teachers were required to be at their schools an average of 33 hours per week in 1993–94 (table 4.3). On average, they spent an additional 3 hours per week on school-related activities involving students (such as coaching, field trips, tutoring, and transporting students), and an additional 9 hours per week on school-related activities not involving students (such as preparing lessons, grading papers, holding parent conferences, and attending meetings). Full-time private school teachers were required to be in school a little longer than their public school counterparts, and they spent slightly more time on school-related activities outside school hours (figure 4.2).

Figure 4.2—Average hours per week that full-time public and private school teachers spent working in several types of activities: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

On average, full-time teachers at the secondary level spent more time with students outside school hours than their counterparts at the elementary level, reflecting the typically greater number of extracurricular activities available to high school students (table 4.3). Secondary school teachers were also more likely to receive additional compensation beyond their base salary (table 5.1).

TIME TEACHING CORE SUBJECTS

Elementary school teachers in self-contained classrooms spent an average of 21 hours per week teaching the four core subjects.

School reform efforts begun in the 1980s emphasized the importance of students' mastering basic skills. In 1993–94, elementary school teachers in self-contained classrooms spent an average of 21 hours per week teaching four core subjects: English, reading, and language arts; arithmetic and mathematics; social studies and history; and science (table 4.4). About half of this time was spent teaching English, reading, and language arts.

Public elementary school teachers spent slightly more time on the four core subjects combined and on each subject individually than did their private school counterparts, but the relative emphasis on each subject was similar for teachers in public and private schools (figure 4.3). In central cities, teachers in public schools with more than 20 percent minority students spent more time on core subjects (an average of 23 hours) than those in schools with fewer minority students (an average of 21 hours) (table 4.4).

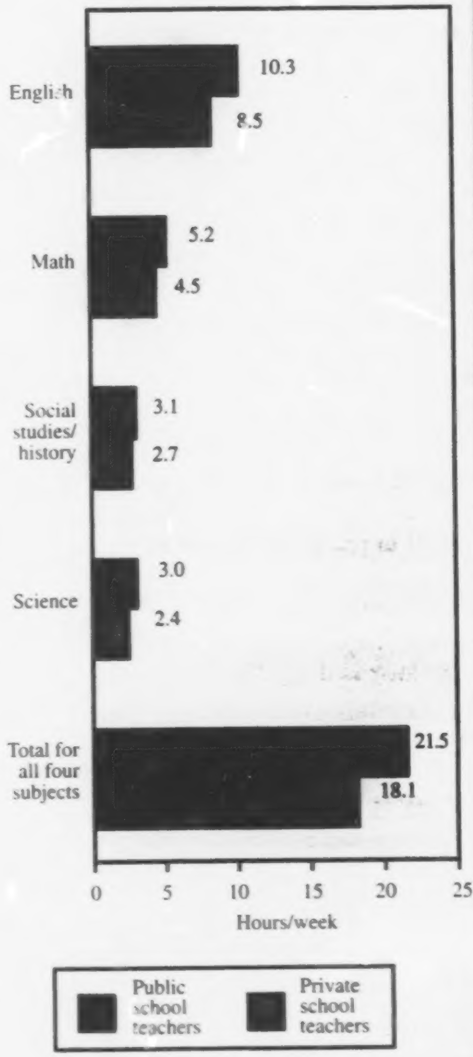
The average amount of time elementary teachers in public schools spent on the four core subjects declined slightly between 1987–88 and 1990–91, from an average of 20.9 hours to 20.2 hours. However, this trend seems to have reversed, with an increase to 21.5 hours in 1993–94.[1]

CLASS SIZE

In public schools, departmentalized classes had an average of 23 students and self-contained classes an average of 25 students.

Average class size is an important aspect of teachers' working conditions. As class size increases, classroom management becomes more difficult, students are less apt to receive individualized attention, and teachers have to spend increasing amounts of time outside of class in activities such as reviewing students' work.

Figure 4.3—Average hours per week that public and private elementary school teachers spent teaching core subjects: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

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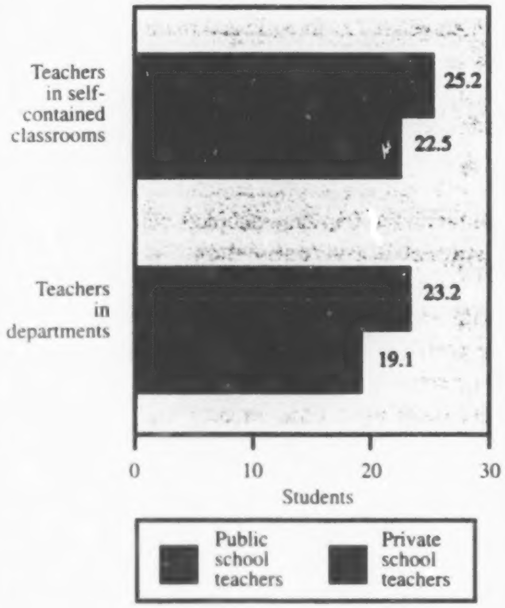
[1] Table 4.4: NCES, *Schools and Staffing in the United States, 1987–88,* 58; and NCES, *Schools and Staffing in the United States, 1990–91,* 58.

- In 1993–94, public school teachers with departmentalized assignments (that is, teachers who taught subject matter courses to several classes of different students) had an average class size of 23, while teachers in self-contained classrooms had an average class size of 25 (table 4.5).[2] Teachers in public schools faced larger average class sizes than teachers in private schools whether they had departmentalized or self-contained classes (figure 4.4).

Class size and school size were related. In the smallest schools (under 150 students), teachers with departmentalized assignments and those with self-contained classes both had smaller classes, on average, than teachers with the same assignments in the largest schools (750 or more students) (table 4.5). This was true in all community types and in private as well as public schools.

The average size of both self-contained and departmentalized classes declined between 1987–88 and 1990–91 in public and private schools (table 1.2). In the next three years, however, average class size for departmentalized classes remained virtually unchanged, and average class size for self-contained classes increased slightly.

Figure 4.4—Average class size for public and private school teachers in self-contained classrooms and teachers in departments: 1993–94



NOTE: Excludes special education classes.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

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[2] Special education classes were excluded from these calculations. Appendix tables A15 and A16 show comparable data for public schools by state and private schools by affiliation.

Table 4.1—Number of teachers by sector, level, and main assignment field: 1993–94

	All		Public		Private	
	Elementary	Secondary	Elementary	Secondary	Elementary	Secondary
TOTAL	1,552,317	1,387,342	1,331,281	1,230,013	221,036	157,329
Kindergarten	139,215	—	115,955	—	23,259	—
General elementary	876,273	—	756,426	—	119,847	—
Basic skills/remedial	10,649	4,118	10,366	3,698	—	—
Gifted	14,278	4,625	13,954	4,557	—	—
Bilingual/ESL	27,802	13,081	27,414	12,425	—	—
English/language arts	14,857	206,467	10,071	179,109	4,786	27,358
Math/computer science	34,038	202,377	23,586	173,776	10,452	28,600
Foreign language	6,930	73,615	3,287	59,197	3,643	14,418
Social science	9,335	157,581	6,970	137,580	2,365	20,002
Science	12,570	145,714	8,901	127,590	3,669	18,124
Performing arts	66,701	62,304	55,763	56,939	10,937	5,365
Other special areas	147,565	215,162	124,133	188,826	23,432	26,336
Special Education	155,771	129,970	147,541	122,560	8,230	7,410
General	48,547	47,874	45,381	45,312	3,165	2,562
Emotionally disturbed	8,526	12,952	7,259	10,762	—	2,190
Mentally retarded	12,700	13,987	12,152	13,635	—	—
Speech/language impaired	17,996	2,299	17,603	2,245	—	—
Deaf/hard of hearing	3,469	2,681	3,394	2,334	—	—
Visually handicapped	—	—	—	—	—	—
Ortho. handicapped	—	—	—	—	—	—
Mildly handicapped	4,743	2,955	4,743	2,920	—	—
Severely handicapped	3,431	3,507	3,234	3,238	—	—
Special learning disabled	42,059	34,248	40,126	33,193	1,934	—
Other special disabled	12,822	7,872	12,187	7,423	—	—
Vocational education	1,253	123,633	—	120,067	—	3,566
Accounting	—	3,428	—	3,074	—	—
Agriculture	—	11,429	—	11,429	—	—
Business/marketing	—	36,989	—	35,815	—	1,174
Health occupations	—	3,919	—	3,804	—	—
Industrial arts	—	32,320	—	31,247	—	—
Trade and industry	—	12,809	—	12,662	—	—
Technical	—	4,445	—	4,280	—	—
Other vocational education	—	18,294	—	17,755	—	—
All others	35,079	47,347	25,928	42,812	9,151	4,535

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding, cell suppression, or questionnaire nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

Table 4.2—Percentage distribution of teachers by teaching status and type of teacher, by selected school characteristics: 1993–94

	Teaching status			Type of teacher		
	Full time	Part-time teacher, full-time school employee	Part-time teacher, not full-time school employee	Regular, full time or part time	Itinerant teacher	Long-term substitute
TOTAL	89.9	2.0	8.1	96.2	3.4	0.4
PUBLIC	91.4	1.5	7.1	95.8	3.8	0.5
Central city	93.4	1.3	5.2	96.2	2.8	1.0
School level						
Elementary	93.1	1.1	5.8	95.5	3.4	1.1
Secondary	94.1	2.0	3.9	97.7	1.6	0.7
Combined	93.5	1.2	5.3	93.8	3.4	2.9
Minority enrollment						
Less than 20%	89.3	1.9	8.7	95.4	4.3	0.3
20% or more	94.7	1.2	4.1	96.4	2.4	1.2
School size						
Less than 150	86.5	2.2	11.3	95.1	4.4	0.5
150 to 499	90.2	1.2	8.6	93.8	5.1	1.1
500 to 749	93.4	1.3	5.3	96.1	3.1	0.8
750 or more	95.4	1.5	3.1	97.6	1.4	1.1
Urban fringe/large town	90.5	1.4	8.1	95.6	4.2	0.3
School level						
Elementary	89.5	1.0	9.4	94.6	5.1	0.2
Secondary	92.7	1.9	5.4	97.5	2.1	0.3
Combined	92.9	2.3	4.8	97.0	2.5	0.5
Minority enrollment						
Less than 20%	89.3	1.5	9.1	95.1	4.5	0.4
20% or more	92.4	1.2	6.5	96.4	3.5	0.1
School size						
Less than 150	82.3	4.1	13.6	92.5	7.5	0.0
150 to 499	85.9	1.4	12.6	92.8	6.9	0.4
500 to 749	90.4	1.1	8.5	95.3	4.5	0.2
750 or more	93.9	1.5	4.6	97.7	2.0	0.3
Rural/small town	90.6	1.7	7.7	95.6	4.1	0.3
School level						
Elementary	89.4	1.5	9.1	94.3	5.4	0.3
Secondary	91.8	2.1	6.0	97.3	2.5	0.3
Combined	93.6	2.3	4.2	98.0	1.9	—
Minority enrollment						
Less than 20%	89.0	2.1	8.9	95.1	4.5	0.3
20% or more	93.7	1.0	5.3	96.4	3.4	0.1
School size						
Less than 150	77.3	4.3	18.3	92.3	7.7	—
150 to 499	88.8	1.7	9.5	94.3	5.4	0.2
500 to 749	92.5	1.7	5.8	96.6	3.1	0.3
750 or more	94.8	1.2	4.0	97.6	2.1	0.3

Table 4.2—Percentage distribution of teachers by teaching status and type of teacher, by selected school characteristics: 1993–94—Continued

	Teaching status			Type of teacher		
	Full time	Part-time teacher, full-time school employee	Part-time teacher, not full-time school employee	Regular, full time or part time	Itinerant teacher	Long-term substitute
PRIVATE	79.9	5.7	14.4	99.0	0.8	0.2
Central city	80.2	5.4	14.4	98.9	0.9	0.2
School level						
Elementary	79.4	3.8	16.7	98.3	1.6	0.2
Secondary	81.1	5.8	13.1	99.2	0.7	—
Combined	80.0	7.4	12.6	99.8	—	—
Minority enrollment						
Less than 20%	78.0	4.6	17.5	98.8	1.1	0.1
20% or more	82.8	6.4	10.7	99.0	0.8	—
School size						
Less than 150	72.4	8.6	19.0	99.1	0.8	—
150 to 499	79.2	4.1	16.7	98.4	1.4	0.2
500 to 749	82.6	6.0	11.4	99.3	0.7	0.0
750 or more	88.5	4.8	6.7	100.0	0.0	0.0
Urban fringe/large town	80.0	5.4	14.6	98.9	0.9	0.2
School level						
Elementary	78.9	3.1	18.0	98.3	1.5	0.2
Secondary	78.7	8.6	12.8	99.4	0.5	—
Combined	82.9	7.0	10.0	99.4	—	—
Minority enrollment						
Less than 20%	79.6	5.0	15.4	99.1	0.9	—
20% or more	81.2	5.7	13.1	98.0	1.2	0.8
School size						
Less than 150	74.0	5.7	20.3	98.5	0.9	0.6
150 to 499	79.6	4.6	15.8	98.5	1.3	0.2
500 to 749	84.7	6.7	8.6	100.0	0.0	0.0
750 or more	88.3	5.6	6.1	99.7	—	0.0
Rural/small town	79.3	6.6	14.1	99.4	0.5	—
School level						
Elementary	80.1	2.6	17.4	99.1	0.8	—
Secondary	78.3	10.9	10.8	99.5	0.5	0.0
Combined	77.2	9.7	13.1	99.8	—	0.0
Minority enrollment						
Less than 20%	78.7	6.3	15.0	99.4	0.6	—
20% or more	78.1	10.3	11.6	100.0	0.0	0.0
School size						
Less than 150	76.2	9.1	14.7	99.7	0.3	0.0
150 to 499	78.3	5.0	16.8	99.0	0.8	—
500 to 749	90.4	1.4	8.2	100.0	0.0	0.0
750 or more	91.1	—	—	100.0	0.0	0.0

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

NOTE: In 1993–94 the scope of SASS was expanded from that of previous administrations of SASS to include teachers whose main activities at the sample school were not teaching but who taught at least one regularly scheduled class at the sample school. Because these additional part-time teachers are part of the SASS sample, the proportion of teachers who were part-time appears to have increased since 1990–91. Unpublished analyses that did not include these additional part-time teachers, however, revealed that the proportion of part-time teachers had not changed since 1990–91.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table 4.3—Average hours per week that all teachers and full-time teachers were required to be at school during their most recent full week of teaching, and average amount of time spent outside regular school hours in school-related activities with and without students, by selected school characteristics: 1993–94

	All teachers			Full-time teachers		
	Required to be at school	Spent in activities outside school hours		Required to be at school	Spent in activities outside school hours	
		With students	Without students		With students	Without students
TOTAL	31.9	3.3	8.5	33.3	3.4	8.8
PUBLIC	32.0	3.3	8.5	33.2	3.3	8.7
Central city	31.7	2.9	8.5	32.6	2.9	8.6
School level						
Elementary	31.7	2.1	8.6	32.6	2.1	8.8
Secondary	31.9	4.8	8.3	32.7	4.8	8.4
Combined	31.7	2.4	6.0	32.5	2.4	6.2
Minority enrollment						
Less than 20%	31.5	3.0	8.6	33.1	3.1	8.8
20% or more	31.8	2.9	8.4	32.5	2.9	8.5
School size						
Less than 150	31.7	2.4	6.3	33.6	2.6	6.4
150 to 499	31.0	1.8	8.2	32.4	1.9	8.5
500 to 749	31.7	2.4	8.7	32.6	2.4	8.9
750 or more	32.2	3.8	8.5	32.7	3.8	8.6
Urban fringe/large town	31.6	3.1	9.1	32.9	3.2	9.3
School level						
Elementary	31.1	1.8	9.4	32.7	1.9	9.8
Secondary	32.4	5.2	8.6	33.2	5.2	8.7
Combined	31.6	3.0	6.9	32.3	3.0	7.0
Minority enrollment						
Less than 20%	31.4	3.0	9.2	32.8	3.1	9.5
20% or more	31.8	3.0	9.0	32.9	3.1	9.3
School size						
Less than 150	31.7	1.9	7.8	34.1	1.6	8.4
150 to 499	29.5	2.0	8.9	31.4	2.2	9.4
500 to 749	32.0	2.1	9.8	33.5	2.2	10.1
750 or more	32.5	4.2	8.8	33.2	4.2	8.9
Rural/small town	32.4	3.7	8.1	33.7	3.7	8.3
School level						
Elementary	32.1	2.4	8.3	33.7	2.4	8.6
Secondary	32.9	5.8	8.0	33.9	5.8	8.1
Combined	32.5	4.1	7.1	33.0	4.2	7.2
Minority enrollment						
Less than 20%	32.2	3.7	8.3	33.8	3.8	8.6
20% or more	32.8	3.6	7.8	33.7	3.6	7.9
School size						
Less than 150	30.9	4.5	7.3	34.8	5.1	7.6
150 to 499	32.0	3.2	8.0	33.6	3.3	8.3
500 to 749	32.9	3.5	8.5	33.8	3.5	8.6
750 or more	33.0	4.4	8.2	33.7	4.4	8.3

Table 4.3—Average hours per week that all teachers and full-time teachers were required to be at school during their most recent full week of teaching, and average amount of time spent outside regular school hours in school-related activities with and without students, by selected school characteristics: 1993–94—Continued

	All teachers			Full-time teachers		
		Spent in activities outside school hours			Spent in activities outside school hours	
	Required to be at school	With students	Without students	Required to be at school	With students	Without students
PRIVATE	31.4	3.5	8.7	34.3	3.7	9.3
Central city	31.7	3.6	8.6	34.3	3.8	9.2
School level						
Elementary	30.9	2.4	8.7	34.1	2.6	9.5
Secondary	31.0	[illegible]	9.4	33.3	6.4	9.8
Combined	32.9	3.9	7.6	35.0	3.9	8.0
Minority enrollment						
Less than 20%	31.3	3.4	8.3	34.6	3.7	9.0
20% or more	31.8	3.7	8.8	33.7	3.8	9.3
School size						
Less than 150	31.1	2.4	8.0	34.4	2.5	8.5
150 to 499	31.0	3.1	8.6	34.2	3.2	9.4
500 to 749	32.4	4.0	8.4	34.3	4.0	8.6
750 or more	32.9	6.2	8.7	34.0	6.4	9.1
Urban fringe/large town	31.4	3.4	8.6	34.2	3.6	9.3
School level						
Elementary	30.4	2.2	8.6	33.9	2.3	9.5
Secondary	31.2	6.9	9.3	33.8	7.5	9.9
Combined	33.4	3.5	8.1	35.1	3.5	8.5
Minority enrollment						
Less than 20%	31.2	3.3	8.7	34.2	3.4	9.4
20% or more	31.9	3.7	8.3	34.4	3.8	9.0
School size						
Less than 150	29.8	1.8	7.6	34.1	1.9	8.1
150 to 499	31.2	3.4	8.6	34.2	3.5	9.4
500 to 749	32.3	4.2	9.4	33.6	4.0	9.6
750 or more	34.3	5.8	9.7	35.3	6.0	10.0
Rural/small town	31.1	3.5	9.0	34.3	3.7	9.7
School level						
Elementary	31.5	1.8	9.6	34.7	2.0	10.4
Secondary	31.2	7.8	9.7	33.6	8.1	10.1
Combined	30.2	3.4	8.0	34.0	3.8	8.7
Minority enrollment						
Less than 20%	30.9	3.1	9.0	34.1	3.4	9.7
20% or more	31.1	5.0	8.5	35.4	5.5	9.7
School size						
Less than 150	30.4	2.2	9.1	34.2	2.3	10.1
150 to 499	31.1	4.2	8.3	34.6	4.5	9.0
500 to 749	32.9	4.6	11.2	34.0	4.7	10.9
750 or more	32.6	5.4	10.5	32.8	5.8	10.7

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

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Table 4.4—Average hours per week that elementary school teachers in self-contained classes spent teaching basic subjects and percentage distribution of teaching hours per week by subject, by selected school characteristics: 1993–94

	Average hours per week					% of total hours teaching all four			
	English/ lang. arts	Arith./ math.	Soc. stud./ history	Science	Total of all four	English/ lang. arts	Arith./ math.	Soc. stud./ history	Science
TOTAL	10.0	5.1	3.0	2.9	21.0	47.2	24.8	14.4	13.6
PUBLIC	10.3	5.2	3.1	3.0	21.5	47.3	24.6	14.4	13.7
Central city	10.4	5.4	3.2	3.1	22.1	46.8	25.2	14.3	13.7
School level									
Elementary	10.5	5.4	3.2	3.1	22.2	46.8	25.1	14.4	13.6
Secondary	—	—	—	—	—	—	—	—	—
Combined	8.1	4.5	2.9	2.5	18.1	46.0	26.0	15.1	13.0
Minority enrollment									
Less than 20%	10.2	5.1	2.9	2.7	20.9	48.2	25.2	13.8	12.9
20% or more	10.5	5.5	3.3	3.2	22.6	46.4	25.1	14.6	13.9
School size									
Less than 150	10.2	5.2	2.7	2.5	20.7	48.7	25.2	13.7	12.4
150 to 499	10.3	5.3	3.3	3.3	22.2	46.4	24.9	14.4	14.2
500 to 749	10.7	5.4	3.2	3.0	22.4	47.5	24.9	14.5	13.1
750 or more	10.0	5.6	3.1	3.0	21.8	46.1	26.1	14.2	13.6
Urban fringe/large town	10.1	5.1	3.1	3.0	21.3	47.6	24.3	14.5	13.6
School level									
Elementary	10.1	5.1	3.2	3.0	21.4	47.4	24.3	14.6	13.6
Secondary	—	—	—	—	—	—	—	—	—
Combined	8.6	4.7	3.3	3.2	19.9	44.7	25.8	14.9	14.6
Minority enrollment									
Less than 20%	10.1	5.1	3.0	2.8	21.0	48.0	24.8	14.2	13.1
20% or more	10.2	5.1	3.3	3.3	21.9	46.7	23.8	15.1	14.4
School size									
Less than 150	8.5	5.0	2.9	5.2	21.5	42.3	25.1	13.9	18.7
150 to 499	10.1	5.0	3.0	2.8	21.0	47.9	24.6	14.4	13.1
500 to 749	10.3	5.2	3.3	3.1	21.9	47.4	24.1	14.8	13.7
750 or more	9.9	5.0	3.2	3.0	21.2	46.7	24.3	14.8	14.2
Rural/small town	10.3	5.0	3.0	2.9	21.2	47.4	24.4	14.4	13.7
School level									
Elementary	10.3	5.0	3.0	2.9	21.3	47.5	24.4	14.3	13.7
Secondary	8.0	5.4	3.2	2.8	19.3	40.9	28.9	17.0	13.2
Combined	9.9	5.1	3.2	3.0	21.2	45.6	24.8	15.6	14.0
Minority enrollment									
Less than 20%	10.2	4.9	3.0	2.9	21.1	47.6	24.3	14.3	13.8
20% or more	10.4	5.3	3.1	2.9	21.7	47.1	24.6	14.6	13.7
School size									
Less than 150	9.8	4.7	2.8	2.8	20.0	47.7	24.9	14.0	13.4
150 to 499	10.2	5.0	3.0	2.9	21.0	47.7	24.4	14.2	13.6
500 to 749	10.3	5.1	3.1	3.0	21.4	47.3	24.2	14.7	13.9
750 or more	10.9	5.6	3.2	3.0	22.7	46.4	25.0	14.6	14.0

Table 4.4—Average hours per week that elementary school teachers in self-contained classes spent teaching basic subjects and percentage distribution of teaching hours per week by subject, by selected school characteristics: 1993–94—Continued

	Average hours per week					% of total hours teaching all four			
	English/ lang. arts	Arith./ math.	Soc. stud./ history	Science	Total of all four	English/ lang. arts	Arith./ math.	Soc. stud./ history	Science
PRIVATE	8.5	4.5	2.7	2.4	18.1	46.5	26.0	14.7	12.9
Central city	8.4	4.6	2.7	2.4	18.1	45.7	26.5	15.0	12.8
School level									
Elementary	8.5	4.6	2.8	2.4	18.3	46.0	26.2	15.1	12.7
Secondary	—	—	—	—	—	—	—	—	—
Combined	7.8	4.6	2.7	2.7	17.8	44.8	27.1	14.9	13.2
Minority enrollment									
Less than 20%	8.2	4.4	2.7	2.4	17.7	46.2	26.1	15.2	12.5
20% or more	8.5	4.9	2.8	2.5	18.7	45.1	26.7	14.9	13.3
School size									
Less than 150	7.5	4.6	2.8	2.6	17.4	43.1	27.4	15.4	14.1
150 to 499	8.7	4.6	2.8	2.5	18.6	46.5	25.8	15.0	12.7
500 to 749	8.7	4.4	2.5	2.1	17.6	49.1	26.1	13.5	11.3
750 or more	7.4	5.0	2.7	2.0	17.1	43.3	28.6	16.6	11.5
Urban fringe/large town	8.6	4.5	2.6	2.2	18.0	47.6	25.7	14.4	12.4
School level									
Elementary	8.9	4.6	2.6	2.2	18.2	48.6	25.5	14.0	11.9
Secondary	—	—	—	—	—	—	—	—	—
Combined	8.0	4.3	2.9	2.5	17.7	43.5	26.0	16.4	14.1
Minority enrollment									
Less than 20%	8.8	4.5	2.6	2.2	18.1	47.9	25.3	14.5	12.3
20% or more	8.4	4.7	2.7	2.4	18.1	46.6	26.4	14.5	12.4
School size									
Less than 150	7.8	4.8	2.8	2.4	17.8	43.5	26.8	16.1	13.6
150 to 499	9.0	4.5	2.6	2.2	18.3	48.8	25.3	13.9	12.0
500 to 749	8.8	4.3	2.2	1.8	17.1	50.6	26.1	13.3	10.0
750 or more	—	—	—	—	—	—	—	—	—
Rural/small town	8.6	4.4	2.6	2.5	18.1	46.4	25.5	14.4	13.7
School level									
Elementary	8.8	4.5	2.7	2.5	18.5	47.1	25.6	14.2	13.1
Secondary	—	—	—	—	—	—	—	—	—
Combined	8.2	4.3	2.7	2.6	17.8	44.7	25.4	15.2	14.7
Minority enrollment									
Less than 20%	8.6	4.4	2.7	2.5	18.2	46.5	25.3	14.6	13.6
20% or more	9.0	4.9	2.6	2.9	19.4	45.0	28.0	13.1	13.9
School size									
Less than 150	8.5	4.6	2.6	2.4	18.1	46.0	26.4	14.4	13.2
150 to 499	8.6	4.3	2.7	2.6	18.2	46.3	24.9	14.6	14.1
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table 4.5—Average class size for teachers in departments and self-contained classrooms, by selected school characteristics: 1993–94

	Teachers in departments	Teachers in self-contained classrooms
TOTAL	22.7	24.8
PUBLIC	23.2	25.2
Central city	24.3	25.7
School level		
Elementary	24.3	24.7
Secondary	24.2	62.1
Combined	18.4	24.2
Minority enrollment		
Less than 20%	23.4	25.7
20% or more	24.3	25.6
School size		
Less than 150	12.6	19.3
150 to 499	20.8	23.4
500 to 749	23.5	25.3
750 or more	24.9	30.0
Urban fringe/large town	24.0	26.3
School level		
Elementary	25.2	25.4
Secondary	23.6	54.1
Combined	20.6	23.2
Minority enrollment		
Less than 20%	23.7	25.3
20% or more	24.5	27.5
School size		
Less than 150	13.9	21.9
150 to 499	20.8	23.5
500 to 749	23.0	26.3
750 or more	25.0	31.5
Rural/small town	22.0	24.0
School level		
Elementary	23.4	23.0
Secondary	21.5	50.7
Combined	19.9	24.9
Minority enrollment		
Less than 20%	21.8	23.8
20% or more	22.2	24.4
School size		
Less than 150	15.6	19.0
150 to 499	20.8	23.4
500 to 749	23.2	25.1
750 or more	23.4	26.9

Table 4.5—Average class size for teachers in departments and self-contained classrooms, by selected school characteristics: 1993–94—Continued

	Teachers in departments	Teachers in self-contained classrooms
PRIVATE	19.1	22.5
Central city	20.0	23.0
School level		
Elementary	21.6	22.7
Secondary	21.3	—
Combined	17.6	22.2
Minority enrollment		
Less than 20%	19.5	22.2
20% or more	21.0	23.8
School size		
Less than 150	12.4	17.4
150 to 499	19.4	24.1
500 to 749	22.0	27.8
750 or more	22.5	22.6
Urban fringe/large town	19.5	22.8
School level		
Elementary	21.8	22.1
Secondary	20.4	59.0
Combined	16.6	20.9
Minority enrollment		
Less than 20%	19.7	22.7
20% or more	19.5	22.9
School size		
Less than 150	10.2	16.5
150 to 499	19.5	23.6
500 to 749	21.5	29.7
750 or more	24.2	32.1
Rural/small town	15.8	21.3
School level		
Elementary	18.7	20.2
Secondary	15.6	—
Combined	14.3	20.2
Minority enrollment		
Less than 20%	15.9	20.5
20% or more	13.5	17.9
School size		
Less than 150	11.0	16.9
150 to 499	17.3	23.7
500 to 749	17.3	—
750 or more	—	—

—Too few cases for a reliable estimate.

NOTE: Includes full- and part-time teachers. Excludes special education teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

CHAPTER 5 • COMPENSATION

Teacher compensation has always been an important issue for the education community, government policymakers, and the general public. Many believe that attractive salary structures and benefit packages are the key to attracting highly qualified individuals into the teaching profession, gaining their commitment to the task of teaching, and encouraging them to remain in the teaching work force. Compensation policy is also sometimes used as a way to encourage teachers to teach in certain locations or fields or to provide them with incentives to continue their education and training.[1] This chapter provides a comprehensive picture of the financial rewards and incentives offered by public school districts and private schools.

SALARIES AND OTHER COMPENSATION

In 1993–94, full-time teachers earned an average base salary of $34,200 in public schools and $22,000 in private schools.

All teachers are paid a base salary as compensation for meeting their teaching responsibilities. Beyond that, some teachers receive additional compensation during the school year from their district or school for assuming responsibilities such as coaching, serving as a sponsor for student activities, or teaching evening classes. Others supplement their teaching salary by working in their own or other schools during the summer, and some work at nonschool jobs in the summer or during the school year.[2] Finally, some have other types of earned income such as a merit pay bonus.

In 1993–94, one-third of all full-time teachers received additional compensation from their schools or districts during the school year (table 5.1).[3] This type of supplemental income was more common for public school teachers than private school teachers (figure 5.1). In both sectors, it was much more common at the secondary level, where extracurricular activities are more prevalent, than at the elementary level.

Private school teachers who taught full time were slightly more likely than their public school counterparts to hold nonschool jobs at some point during the year (31 percent compared with 25 percent). Two explanations are plausible and both may be relevant. First, private school teachers have lower salaries, on average (discussed below), and therefore may have a greater need than public school teachers to supplement their income. Second, private school teachers may turn to outside opportunities because their schools offer them fewer opportunities to supplement their income.

The proportions of teachers earning other school-year compensation, a summer supplemental salary, or income from a nonschool job were about the same in 1993–94 as they were in 1987–88. The percentage with other school-year compensation decreased slightly between 1987–88 and 1990–91 (from 34 percent to 32 percent), but it had returned to about the 1987–88 level by 1993–94.[4]

In 1993–94, the average base salary for full-time public school teachers ($34,200) was considerably

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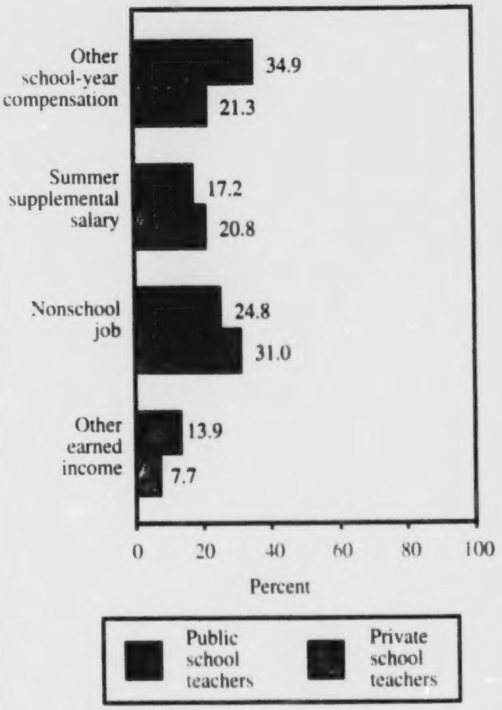
[1] See Jay Chambers, *The Patterns of Teacher Compensation*, NCES 95-829 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1995).

[2] Sharon A. Bobbitt, "Moonlighting Among Public and Private School Teachers" (paper presented at the American Educational Research Association meeting, April 1990).

[3] Appendix tables A17 and A18 show comparable data for public schools by state and private schools by affiliation.

[4] Table 5.1; NCES, *Schools and Staffing in the United States, 1987–88*, 64; and NCES, *Schools and Staffing in the United States, 1990–91*, 66.

Figure 5.1—Percentage of public and private school teachers who received various types of compensation: 1993–94



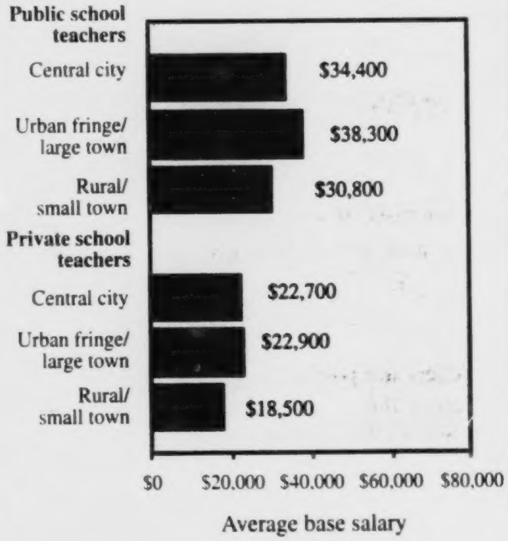
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

higher than the average base salary for private school teachers ($22,000) (table 5.2).[5] In both sectors, full-time teachers in rural communities earned less, on average, than those in other community types (figure 5.2). In the private sector, secondary school teachers had an average base salary at least $6,000 higher than elementary school teachers, regardless of community type (table 5.2).

Full-time public school teachers with nonschool jobs earned an average of $5,100 from those jobs, and full-time private school teachers earned an average of $4,200. These amounts exceeded the average amounts earned from other supplemental sources (table 5.2). Including their base salary and all types of supplemental earned income, full-time public school teachers earned an average of $36,700, and full-time private school teachers, an average of $24,200.

Principals earned an average of $54,900 in public schools and substantially less ($32,100) in private schools. In all three community types, public and private school principals at the secondary level had higher average salaries than those at the elementary level (figure 5.3). In the public sector, principals in the largest schools (750 or more) had the highest average salaries.

Figure 5.2—Average base salary for full-time public and private school teachers, by community type: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

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[5] Appendix tables A19 and A20 show comparable data for public schools by state and private schools by affiliation.

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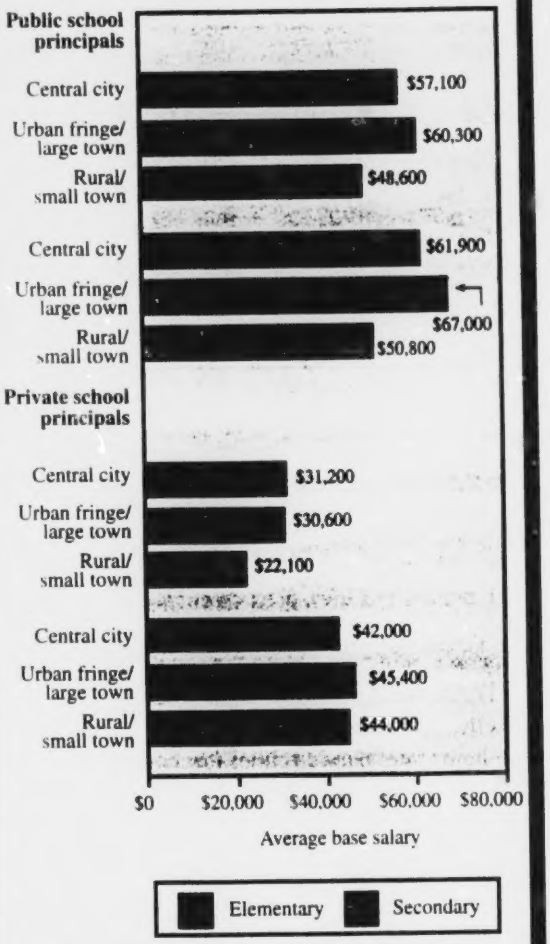
Figure 5.3—Average salary for public and private school principals, by level and community type: 1993–94



SOURCE: U.S. Department of Education, National Center for EducationStatistics, Schools and Staffing Survey: 1993–94 (Principal Questionnaire).

SCHEDULED SALARIES, DEGREES, AND TEACHING EXPERIENCE

The average salary for a teacher with a bachelor's degree and no experience was $21,900 in public school districts and $16,200 in private schools.

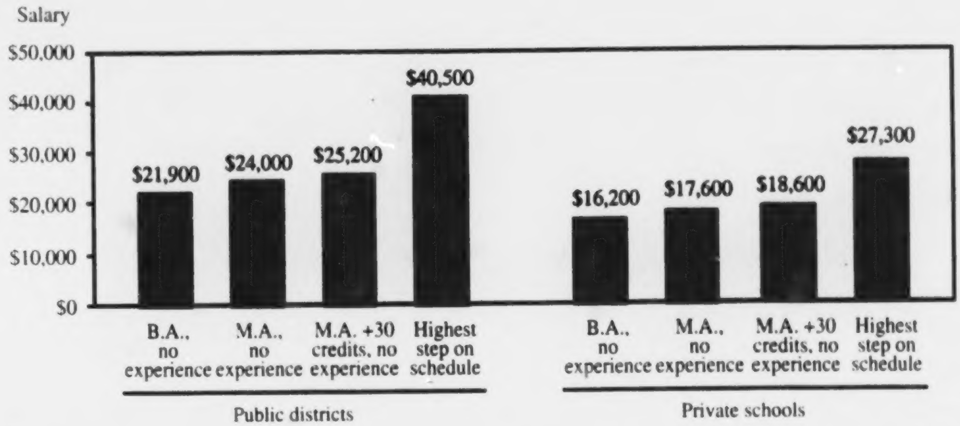
Almost all public school districts (94 percent) and the majority of private schools (63 percent) used schedules to determine teacher salaries in 1993–94 (table 5.3). The average scheduled salary for a public school teacher with a bachelor's degree and no experience was $21,900, and for the highest step on the schedule, it was $40,500 (figure 5.4). The qualifications necessary to reach the highest step were not the same in all districts, however.

Regional differences were pronounced in the public sector, with the average salary at the top of the schedule being considerably higher in the Northeast ($51,300) than in other regions of the country. The next highest was in the West ($41,300), followed by the Midwest ($38,400), and then the South ($33,800). The smallest districts (less than 1,000) were less likely than larger districts to have salary schedules, and when they did, the average salaries at the major points on the schedule were lower.

Scheduled salaries at private schools were substantially lower than in public districts, especially at the top of the schedule. The average starting salary for a private school teacher with a bachelor's degree and no experience was $16,200, and at the highest step on the schedule, it was $27,300. The average scheduled salaries for private school teachers were about three-quarters of the average for public districts at the low end of the schedule, but only two-thirds of the average at the top end.

Average scheduled salaries for public and private school teachers have moved in opposite directions in recent years. In constant 1993–94 dollars, the average salary for a public school teacher with a bache-

Figure 5.4—Average scheduled salary for public and private school teachers at various steps: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Demand and Shortage Questionnaire).

lor's degree but no experience was about 4 percent lower in 1993–94 than in 1987–88, while the average salary for a private school teacher increased by 2 percent (see chapter 1 for more details). For a teacher with a master's degree and 20 years of experience, the average scheduled salary decreased by 3 percent for public school teachers and increased by 3 percent for private school teachers.

BENEFITS

Overall, 84 percent of teachers and 85 percent of principals received medical insurance paid for entirely or in part by their districts or schools.

Benefits are an important part of teachers' and principals' compensation packages. In the 1993–94 SASS, teachers and principals reported whether they received certain benefits, including insurance (medical, dental, and life), pension contributions, housing or housing expenses, meals, car or transportation expenses, reimbursement for tuition and course fees, and child care.[6] Private school teachers also reported whether they received tuition for their children. In the aggregate, public school teachers and principals were much more likely than their private school counterparts to receive benefits (tables 5.4 and 5.5).

Medical insurance was the benefit that teachers and principals in both sectors most frequently received. In the public sector, 87 percent of teachers and 92 percent of principals reported receiving medical insurance (figures 5.5 and 5.6 and tables 5.4 and 5.5). In the private sector, the percentages were considerably lower: 60 percent for teachers and 64 percent for principals. Private school teachers and prin-

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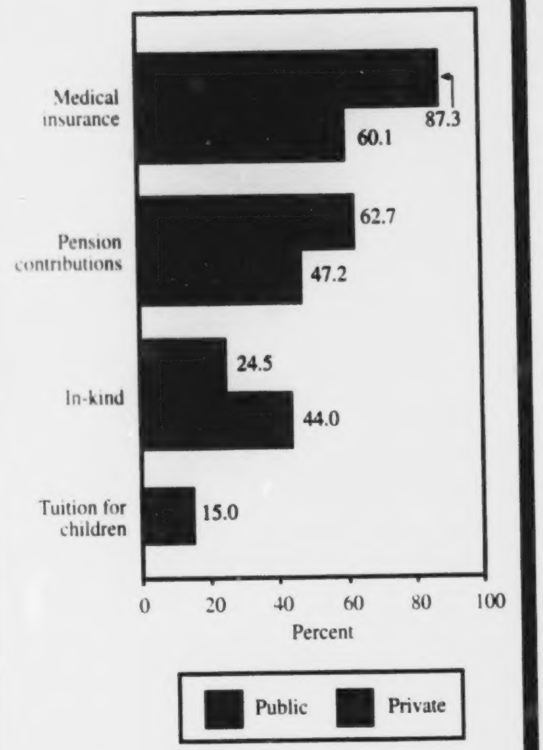
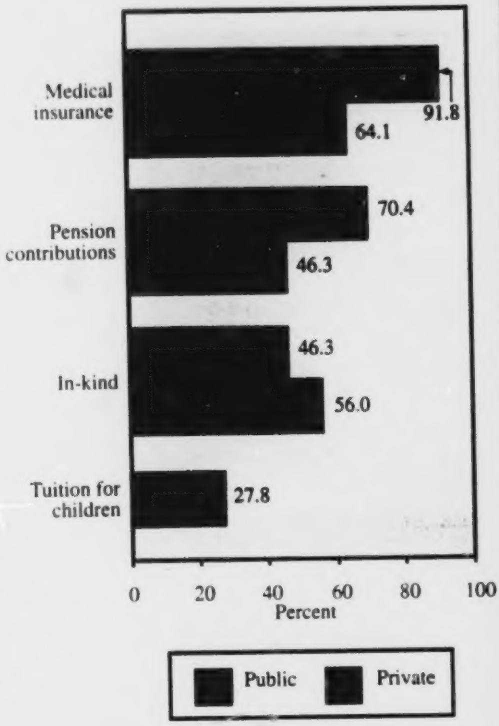
[6] The data on teacher benefits collected for 1993–94 are not readily comparable to data collected for 1990–91. In 1990–91, the data on teacher benefits were collected from districts, which were asked to indicate what benefits they offered teachers. In 1993–94, the data were collected directly from the teachers, who were asked to indicate what benefits they received entirely or in part from the district in addition to their salary. This change made the teacher and principal data comparable.

Figure 5.5—Percentage of public and private school teachers who received certain benefits: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal Questionnaire).

Figure 5.6—Percentage of public and private school principals who received certain benefits: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal Questionnaire).

cipals were also less likely to receive dental insurance, life insurance, and pension contributions. About 35 to 45 percent of private school teachers and principals received these benefits, compared to about 60 to 70 percent of their public school counterparts.

The receipt of insurance and pension benefits varied by community type. Both public and private school teachers and principals in rural communities were less likely than their counterparts in central cities or urban fringe areas to receive each of these benefits.

Free or reduced tuition for their children can be a substantial benefit for private school teachers and principals. In 1993–94, 15 percent of private school teachers and 28 percent of private school principals received this benefit. Aside from tuition, private school teachers and principals were much more likely to receive one or more of the other in-kind benefits (housing or housing expenses, meals, car or transportation expenses, reimbursement for tuition or course fees, or child care) than their public school counterparts.

Because the data about teachers' benefits were collected differently in 1993–94 from the way they were collected in earlier SASS administrations, it is impossible to measure accurately how benefits for teachers have changed since 1987–88. However, for public school principals, for whom comparable data are available over time, the percentages receiving medical, dental, life insurance, and pension contributions have increased somewhat since 1987–88. For private school principals, only the percentage receiving dental benefits has increased.[7]

PAY INCENTIVES

Thirty-one percent of public school districts provided step increases on their salary schedules for completing inservice training or college credits.

Districts and schools sometimes use pay incentives to recruit or retain teachers to teach in less desirable locations, to recruit or retain teachers to teach in fields where there are shortages, or to encourage teachers to complete in-service training or college credits. Common types of incentives are cash bonuses (a supplement to the teacher's regular compensation, but no permanent increase in salary), placement on higher steps of the salary schedule, and salary increases that involve some type of reclassification other than a step increase on the salary schedule.

Relatively few public school districts used cash bonuses in 1993–94. Only 7 percent offered them for completing additional training, 2 percent for teaching in fields of shortage, and 2 percent for teaching in less desirable locations (table 5.6). Six percent of private schools offered cash bonuses for teaching in fields of shortages, and 5 percent for additional training.

Overall, 31 percent of public school districts provided step increases on their salary schedules for additional training. The regional differences were quite striking, with more than 40 percent of districts in the Northeast and West offering this type of incentive, but only 10 percent in the South.

In public school districts, the use of other types of salary increases as pay incentives differed by region as well. Salary increases for teaching in fields of shortage were most common in the South, although even there they were not widely used (10 percent of districts). Salary increases for additional training were used by 21 percent of public school districts in the Northeast, but by no more than 10 percent of districts in other parts of the country.

COLLECTIVE BARGAINING

In the Northeast, 98 percent of the districts had collective bargaining agreements, a much greater proportion than in other regions of the country.

Overall, 64 percent of all public school districts had a collective bargaining agreement with a teachers' union or organization, and an additional 7 percent had meet-and-confer discussions (table 5.7). The remaining 29 percent had neither. Major regional differences exist, however. In the Northeast, 98 percent of the districts had collective bargaining agreements, compared with 74 percent in the Midwest, 68 percent in the West, and only 12 percent in the South (figure 5.7). Eighty-two percent of the school districts in the South had neither a collective bargaining agreement nor meet-and-confer discussions.

Overall, 80 percent of all public school teachers belonged to a union or an employee association similar to a union. As would be expected given the frequency of collective bargaining agreements, membership was most common in the Northeast and least common in the South.

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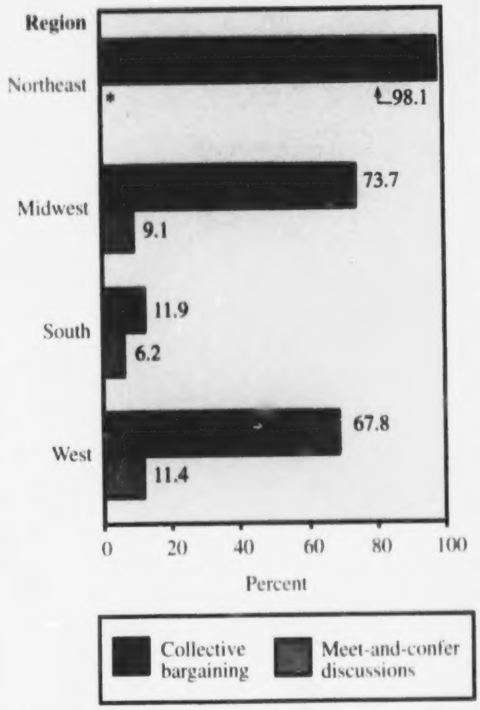
[7] Table 5.5 and NCES, *Schools and Staffing in the United States, 1987–88*, 78.

Figure 5.7—Percentage of public districts with collective bargaining or meet-and-confer discussions, by region: 1993–94



*Less than 1 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Demand and Shortage Questionnaires).

Table 5.1—Percentage of full-time teachers who received various types of compensation in addition to their regular salary, by selected school characteristics: 1993–94

	Other school-year compensation[1]	Summer supplemental salary[2]	Nonschool job[3]	Other earned income[4]
TOTAL	33.3	17.6	25.5	13.2
PUBLIC	34.9	17.2	24.8	13.9
Central city	31.3	20.3	24.1	15.4
School level				
Elementary	24.9	18.2	19.8	15.3
Secondary	45.4	22.8	32.2	15.9
Combined	25.5	38.6	30.0	11.2
Minority enrollment				
Less than 20%	33.6	14.7	25.6	16.1
20% or more	30.8	21.7	23.5	15.2
School size				
Less than 150	29.5	22.1	27.1	18.1
150 to 499	23.3	17.8	21.3	15.7
500 to 749	26.1	18.5	21.9	16.9
750 or more	38.8	22.1	26.5	14.3
Urban fringe/large town	35.9	17.3	23.9	11.2
School level				
Elementary	26.5	14.2	20.0	11.2
Secondary	52.7	22.4	30.1	11.7
Combined	28.9	25.9	24.4	9.8
Minority enrollment				
Less than 20%	36.3	15.7	22.8	11.8
20% or more	35.4	19.2	24.7	10.9
School size				
Less than 150	22.0	28.2	26.9	16.1
150 to 499	26.2	13.9	20.8	10.0
500 to 749	29.6	14.5	21.8	13.1
750 or more	45.5	20.7	26.4	10.8
Rural/small town	36.6	14.8	26.0	14.9
School level				
Elementary	25.8	12.6	21.0	15.5
Secondary	54.4	18.6	33.8	13.8
Combined	37.3	14.8	28.6	17.7
Minority enrollment				
Less than 20%	39.8	14.9	26.6	12.4
20% or more	30.0	14.7	24.6	20.3
School size				
Less than 150	44.5	16.8	31.1	10.8
150 to 499	34.3	13.8	25.1	15.5
500 to 749	36.0	15.8	24.7	13.6
750 or more	39.8	15.3	27.8	16.5

Table 5.1—Percentage of full-time teachers who received various types of compensation in addition to their regular salary, by selected school characteristics: 1993–94—Continued

	Other school-year compensation[1]	Summer supplemental salary[2]	Nonschool job[3]	Other earned income[4]
PRIVATE	21.3	20.8	31.0	7.7
Central city	22.9	23.0	30.9	8.5
School level				
Elementary	12.1	19.0	27.5	7.4
Secondary	43.7	25.4	31.2	8.0
Combined	22.1	25.6	33.2	10.4
Minority enrollment				
Less than 20%	21.1	18.7	30.0	9.4
20% or more	22.0	27.3	29.9	7.1
School size				
Less than 150	11.8	28.9	29.5	10.5
150 to 499	17.1	19.7	31.1	8.2
500 to 749	29.0	22.8	30.9	8.4
750 or more	37.0	23.5	26.0	7.3
Urban fringe/large town	21.5	21.0	29.9	6.8
School level				
Elementary	14.3	17.5	29.6	5.6
Secondary	45.3	20.5	35.5	6.3
Combined	19.2	26.3	27.0	9.6
Minority enrollment				
Less than 20%	22.2	17.6	31.5	6.3
20% or more	18.6	28.9	25.3	8.7
School size				
Less than 150	10.7	25.9	27.3	8.1
150 to 499	20.0	19.4	30.9	6.2
500 to 749	22.9	16.4	32.1	6.4
750 or more	43.0	22.2	26.8	9.0
Rural/small town	17.2	15.5	33.5	7.8
School level				
Elementary	9.2	11.5	27.1	5.8
Secondary	35.9	23.8	37.5	10.3
Combined	17.3	16.5	36.4	7.2
Minority enrollment				
Less than 20%	16.6	14.8	32.9	6.1
20% or more	14.6	19.3	27.9	15.0
School size				
Less than 150	10.6	15.6	33.2	9.1
150 to 499	18.3	14.5	32.9	4.8
500 to 749	23.0	14.0	19.0	11.7
750 or more	41.7	21.6	38.8	—

—Too few cases for a reliable estimate.

[1] Includes additional compensation from their school or school system for additional responsibilities such as coaching, student activity sponsorship, or teaching evening classes.
[2] Includes teaching summer school or working in a nonteaching job at their own or any other school.
[3] Includes nonschool summer jobs and school-year jobs outside their school system.
[4] Includes all other earned income, such as a merit pay bonus or state supplement.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table 5.2—Average amounts of compensation that full-time teachers received, and average principal salary, by selected school characteristics: 1993–94

	Average amount teachers received						
	Total earnings	Base salary	Other school year comp.	Summer supplemental salary	Non-school job	Other earned income	Average principal salary
TOTAL	$35,306	$32,763	$2,062	$2,077	$4,990	$1,656	$49,722
PUBLIC	36,732	34,153	2,075	2,070	5,114	1,668	54,858
Central city	37,173	34,448	2,019	2,324	5,495	1,927	58,023
School level							
Elementary	35,822	33,775	1,651	2,111	4,978	1,733	57,091
Secondary	39,520	35,631	2,364	2,471	5,930	2,144	61,928
Combined	39,795	35,498	2,170	3,603	7,018	2,192	57,331
Minority enrollment							
Less than 20%	35,840	33,430	1,921	1,756	4,885	1,579	55,191
20% or more	37,460	34,697	2,009	2,417	5,624	1,971	58,907
School size							
Less than 150	34,104	30,703	2,085	3,212	6,490	1,756	51,313
150 to 499	36,458	34,140	1,616	2,360	6,106	1,417	56,029
500 to 749	35,875	33,780	1,624	1,983	4,524	1,850	57,861
750 or more	38,232	35,036	2,245	2,414	5,587	2,157	62,549
Urban fringe/large town	40,842	38,293	2,175	2,077	5,078	1,767	61,810
School level							
Elementary	39,114	37,362	1,667	1,818	4,243	1,801	60,260
Secondary	43,803	39,934	2,630	2,274	5,887	1,736	66,962
Combined	38,335	35,803	2,241	2,456	4,684	1,081	61,222
Minority enrollment							
Less than 20%	41,362	39,001	2,242	1,833	4,636	1,717	61,344
20% or more	40,079	37,373	2,101	2,246	5,384	1,831	62,210
School size							
Less than 150	35,321	32,245	2,777	2,532	6,136	601	53,939
150 to 499	40,068	38,374	1,707	2,000	4,013	1,328	59,577
500 to 749	39,919	38,020	1,804	1,779	3,825	2,087	62,531
750 or more	41,842	38,490	2,476	2,165	6,016	1,770	65,801
Rural/small town	33,298	30,800	2,035	1,817	4,890	1,423	49,430
School level							
Elementary	32,350	30,580	1,645	1,562	4,445	1,385	48,646
Secondary	34,899	31,214	2,359	2,080	5,332	1,545	50,771
Combined	32,216	29,342	2,270	2,030	5,181	1,398	49,372
Minority enrollment							
Less than 20%	34,208	31,611	2,080	1,761	5,024	1,370	49,683
20% or more	31,283	28,962	1,983	1,933	4,608	1,526	48,375
School size							
Less than 150	29,340	26,314	2,061	2,168	5,156	1,324	43,732
150 to 499	32,012	29,689	1,937	1,626	4,863	1,408	48,089
500 to 749	34,149	31,781	1,960	1,791	4,826	1,396	53,540
750 or more	35,357	32,480	2,329	2,067	4,955	1,545	57,096

Table 5.2—Average amounts of compensation that full-time teachers received, and average principal salary, by selected school characteristics: 1993–94—Continued

	Average amount teachers received						
	Total earnings	Base salary	Other school year comp.	Summer supplemental salary	Non-school income	Other earned income	Average principal salary
PRIVATE	$24,236	$21,968	$1,894	$2,122	$4,219	$1,484	$32,075
Central city	25,028	22,708	1,901	2,077	4,185	1,360	34,357
School level							
Elementary	21,722	19,876	1,498	1,678	4,531	1,312	31,220
Secondary	29,481	26,635	1,959	2,026	4,390	1,308	42,018
Combined	26,023	23,383	2,150	2,382	4,148	1,708	38,963
Minority enrollment							
Less than 20%	24,841	22,523	1,909	1,895	4,720	1,550	35,380
20% or more	24,194	21,955	1,861	2,103	3,883	1,287	33,145
School size							
Less than 150	19,684	17,982	1,291	2,006	2,765	1,464	31,371
150 to 499	23,227	21,013	1,696	1,936	4,689	1,013	33,964
500 to 749	26,124	23,538	2,024	1,741	4,810	—	42,348
750 or more	31,923	29,149	2,244	2,410	4,432	—	51,652
Urban fringe/large town	25,310	22,895	2,002	2,282	4,675	1,605	35,186
School level							
Elementary	22,630	20,760	1,670	1,955	4,078	1,451	30,603
Secondary	30,568	26,869	2,218	2,292	5,974	1,589	45,392
Combined	27,162	24,533	2,157	2,541	5,062	1,883	39,208
Minority enrollment							
Less than 20%	25,225	22,847	1,996	2,031	4,695	1,564	34,761
20% or more	25,687	23,177	2,035	2,569	4,869	1,813	33,806
School size							
Less than 150	21,427	19,357	1,940	2,536	3,716	2,382	31,821
150 to 499	24,689	22,419	1,931	2,013	4,637	997	35,034
500 to 749	28,280	25,739	2,308	1,900	4,777	—	45,436
750 or more	31,777	28,234	2,020	2,864	6,922	—	49,672
Rural/small town	20,391	18,527	1,611	1,858	3,510	1,587	25,017
School level							
Elementary	18,705	17,446	1,007	2,067	3,198	1,070	22,116
Secondary	28,004	24,770	2,393	2,188	3,693	4,538	43,994
Combined	19,011	17,096	1,267	1,516	3,750	—	24,819
Minority enrollment							
Less than 20%	19,768	17,930	1,646	1,814	3,609	1,784	24,073
20% or more	24,190	22,565	—	2,189	2,728	—	33,304
School size							
Less than 150	17,456	15,530	1,106	2,065	3,840	2,336	21,963
150 to 499	21,361	19,665	1,416	1,751	3,384	1,443	32,617
500 to 749	24,821	23,554	—	—	—	—	—
750 or more	28,025	25,334	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: The averages were computed using only teachers with that type of compensation; consequently, the average in total earnings does not equal the sum of the averages for the various types of compensation. See notes on Table 5.1 for other details on types of income included in each average.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

Table 5.3—Percentage of public districts and private schools with salary schedules, average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, and average lowest and highest salaries paid by schools without salary schedules, by selected school characteristics: 1993–94

	Percent	Average scheduled salary					Without schedules	
	with salary schedules	BA, no experience	MA, no experience	MA, no exp., 30 credits	MA, 20 years experience	Highest step on schedule	Average lowest salary	Average highest salary
TOTAL	74.5	18,853	20,534	21,659	30,718	33,364	13,915	22,568
PUBLIC DISTRICTS	93.9	21,923	23,956	25,201	37,213	40,517	20,179	29,499
Region								
Northeast	91.9	25,581	27,727	29,317	46,594	51,270	24,164	45,356
Midwest	91.4	20,879	23,013	24,448	35,718	38,415	18,154	22,695
South	99.5	20,407	21,714	22,410	30,955	33,848	—	—
West	94.5	21,913	24,505	25,693	37,800	41,318	—	—
District size								
Less than 1000	89.6	20,817	22,777	23,827	34,360	36,491	19,575	26,416
1000 to 4,999	98.2	22,821	24,900	26,312	39,687	43,785	23,741	48,640
5,000 to 9,999	98.8	23,624	25,856	27,420	41,349	46,470	—	—
10,000 or more	99.2	23,212	25,327	26,697	39,657	45,578	—	—
Minority enrollment								
Less than 20%	92.6	21,705	23,785	25,103	37,125	40,197	19,550	28,331
20% or more	97.2	22,432	24,356	25,434	37,404	41,253	24,179	36,765
Minority teachers								
Less than 10%	93.0	21,860	23,912	25,194	37,389	40,579	20,074	29,150
10% or more	98.7	22,218	24,165	25,232	36,380	40,226	—	—
PRIVATE SCHOOLS	63.4	16,239	17,621	18,644	25,189	27,274	13,249	21,831
Region								
Northeast	63.8	16,465	17,694	18,884	26,122	28,363	12,656	24,590
Midwest	68.1	15,849	17,188	18,323	25,294	27,246	13,664	20,389
South	57.7	15,072	16,312	17,069	22,151	24,274	13,220	20,472
West	63.7	18,249	20,108	21,082	27,998	30,054	13,559	22,040
School size								
Less than 150	47.9	15,334	16,684	17,658	22,936	24,556	12,370	19,354
150 to 499	81.9	16,584	17,967	19,065	26,206	28,461	15,570	27,354
500 to 749	80.0	17,975	19,344	19,961	28,609	31,241	17,217	36,524
750 or more	80.3	19,424	21,248	22,480	32,261	36,783	17,066	41,028
Minority enrollment								
Less than 20%	63.3	15,930	17,280	18,273	24,913	26,990	12,210	20,941
20% or more	63.6	16,925	18,378	19,468	25,804	27,904	15,504	23,760
Minority teachers								
Less than 10%	63.2	15,960	17,305	18,264	24,964	27,037	12,792	21,788
10% or more	63.9	17,253	18,769	20,026	26,008	28,135	14,970	21,992

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School and Teacher Demand and Shortage Questionnaires).

Table 5.4—Percentage of teachers who received various benefits, by selected school characteristics: 1993–94

	Medical insurance	Dental insurance	Group life insurance	Pension contributions	In-kind benefits[1]	None of these
TOTAL	83.8	61.9	57.6	60.7	27.0	6.7
PUBLIC	87.3	65.8	60.8	62.7	24.5	5.0
Central city	89.0	69.7	62.8	64.2	17.0	4.0
School level						
Elementary	87.9	68.2	63.4	63.4	16.4	3.9
Secondary	90.6	70.5	62.5	65.5	18.8	4.3
Combined	90.5	75.0	59.2	65.3	17.8	5.0
Minority enrollment						
Less than 20%	89.5	67.9	69.5	66.8	24.9	2.5
20% or more	88.6	69.4	60.9	63.2	14.7	4.6
School size						
Less than 150	88.6	72.1	51.7	61.2	26.4	4.1
150 to 499	85.7	71.4	64.5	64.8	20.0	5.2
500 to 749	89.3	64.9	62.8	61.1	15.7	3.1
750 or more	90.2	70.3	62.8	65.7	16.3	4.1
Urban fringe/large town	89.2	76.6	68.0	68.2	26.4	3.6
School level						
Elementary	87.6	75.9	66.7	66.1	25.9	3.9
Secondary	91.6	77.6	69.5	71.7	25.9	3.3
Combined	88.1	73.7	66.3	69.9	24.9	4.9
Minority enrollment						
Less than 20%	89.0	76.5	68.9	70.0	29.9	3.3
20% or more	89.0	76.3	66.1	65.7	21.0	4.1
School size						
Less than 150	88.4	69.7	49.5	71.4	28.7	5.0
150 to 499	85.3	73.6	65.0	67.7	30.1	4.9
500 to 749	89.1	76.2	68.7	67.1	28.0	3.6
750 or more	91.1	78.4	69.0	68.9	22.0	3.0
Rural/small town	84.6	54.9	54.0	57.4	28.3	6.8
School level						
Elementary	84.1	55.1	53.2	55.8	26.6	7.2
Secondary	85.7	55.1	56.4	60.8	30.7	6.0
Combined	77.9	41.8	37.5	48.1	26.4	11.2
Minority enrollment						
Less than 20%	86.8	58.1	57.5	61.6	31.1	5.0
20% or more	79.0	46.5	45.3	47.6	21.1	11.2
School size						
Less than 150	75.2	40.6	39.6	51.1	35.8	10.7
150 to 499	83.4	52.3	52.4	55.8	29.9	7.4
500 to 749	86.6	56.4	55.7	59.0	24.9	6.5
750 or more	86.3	60.2	57.5	59.4	25.9	5.7

Table 5.4—Percentage of teachers who received various benefits, by selected school characteristics: 1993–94—Continued

	Medical insurance	Dental insurance	Group life insurance	Pension contributions	Tuition for children[2]	In-kind benefits[1]	None of these
PRIVATE	60.1	35.7	35.9	47.2	15.0	44.0	17.7
Central city	64.2	38.6	37.9	47.1	14.6	42.0	16.1
School level							
Elementary	58.7	34.3	29.7	40.5	11.2	35.7	19.7
Secondary	78.2	53.3	51.8	61.2	12.8	44.3	9.4
Combined	59.3	32.4	39.3	45.9	20.2	48.7	16.6
Minority enrollment							
Less than 20%	60.0	33.3	38.6	48.7	16.7	42.9	17.7
20% or more	66.9	43.9	34.4	42.4	10.5	38.8	15.3
School size							
Less than 150	44.4	22.1	16.7	25.9	9.0	36.8	31.2
150 to 499	62.2	39.0	34.8	42.2	13.0	38.7	16.4
500 to 749	73.9	39.9	49.0	57.5	16.1	43.6	10.2
750 or more	74.4	47.8	55.3	72.1	22.7	53.2	8.0
Urban fringe/large town	61.2	38.9	39.5	51.4	15.5	45.3	15.9
School level							
Elementary	57.4	34.4	31.8	46.4	12.0	37.5	18.7
Secondary	75.1	54.1	54.0	62.7	16.2	56.3	10.6
Combined	56.7	35.4	43.7	52.1	22.2	51.1	16.1
Minority enrollment							
Less than 20%	59.7	35.9	40.4	53.6	17.0	43.8	16.6
20% or more	62.3	44.9	35.6	43.4	11.7	47.1	16.4
School size							
Less than 150	47.3	28.9	28.2	26.8	10.2	41.7	31.3
150 to 499	60.8	37.0	36.8	52.0	15.1	42.5	15.2
500 to 749	69.0	45.5	47.6	64.9	20.3	52.9	8.0
750 or more	73.6	54.7	63.5	75.9	23.5	53.1	4.5
Rural/small town	48.8	23.3	24.9	39.5	14.9	45.8	24.3
School level							
Elementary	48.6	24.5	22.7	48.0	11.9	43.2	23.2
Secondary	83.3	36.8	50.5	60.1	18.0	72.0	6.9
Combined	33.5	12.9	17.6	22.6	16.3	37.8	33.5
Minority enrollment							
Less than 20%	44.6	20.4	22.7	37.3	14.6	43.3	26.7
20% or more	75.0	33.2	43.5	59.6	14.0	63.7	9.7
School size							
Less than 150	38.6	18.3	16.4	29.0	15.5	48.0	26.0
150 to 499	56.6	24.3	31.4	48.8	15.5	43.3	22.8
500 to 749	40.1	17.9	23.8	47.1	5.6	38.0	37.3
750 or more	66.1	37.5	49.5	48.0	8.1	52.0	15.9

—Too few cases for a reliable estimate.

[1] Includes housing or housing expenses, meals, car/transportation expenses, reimbursement for tuition and course fees, and child care.
[2] Not asked of public school teachers.

NOTE: Table 5.6 in *Schools and Staffing in the United States: A Statistical Profile, 1987–88*, presented the proportions of teachers who were offered (not who received) medical, dental, and group life insurance; pensions; and any in-kind benefits (including housing, meals, transportation, tuition scholarships for children (private schools only), and reimbursement for teachers' tuition and course fees). Table 5.4 in *Schools and Staffing in the United States: A Statistical Profile, 1990–91* presented the proportions of teachers to whom the following benefits were available: Medical, dental, and group life insurance; a retirement plan, and any in-kind benefits (including housing, meals, transportation, tuition scholarships for children (private schools only), and tuition and course fees for teachers).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

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Table 5.5—Percentage of principals who received various benefits, by selected school characteristics: 1993–94

	Medical insurance	Dental insurance	Group life insurance	Pension contributions	In-kind benefits[1]	None of these
TOTAL	85.2	58.7	62.2	64.7	48.6	5.8
PUBLIC	91.8	66.1	70.7	70.4	46.3	2.9
Central city	94.2	73.2	76.0	75.9	37.8	1.8
School level						
Elementary	93.7	73.2	76.0	75.3	35.8	2.0
Secondary	96.0	72.8	78.1	76.7	42.8	1.4
Combined	89.0	71.5	72.6	76.3	43.7	1.8
Minority enrollment						
Less than 20%	94.7	73.0	81.9	78.7	49.6	0.8
20% or more	93.8	73.1	74.5	74.5	33.1	2.2
School size						
Less than 150	91.6	69.7	51.8	78.6	48.1	—
150 to 499	93.6	73.9	82.1	75.6	36.8	2.0
500 to 749	93.8	72.4	74.0	74.8	34.1	3.1
750 or more	95.5	73.3	75.6	75.9	39.3	0.5
Urban fringe/large town	95.4	81.2	80.3	76.7	48.8	1.2
School level						
Elementary	95.4	81.7	80.0	76.4	47.7	1.3
Secondary	95.1	80.5	82.1	76.3	48.8	1.1
Combined	93.1	77.5	85.4	72.8	57.4	—
Minority enrollment						
Less than 20%	95.4	82.7	82.4	75.8	51.2	1.3
20% or more	95.0	79.6	78.3	77.0	44.5	1.2
School size						
Less than 150	84.7	71.6	67.4	71.9	63.3	—
150 to 499	95.4	82.2	81.9	77.3	46.4	1.1
500 to 749	95.9	82.7	79.8	74.7	49.5	1.6
750 or more	96.5	80.2	82.2	77.8	46.1	0.6
Rural/small town	88.7	54.3	62.6	64.3	49.1	4.3
School level						
Elementary	89.5	54.3	64.7	65.0	47.8	3.8
Secondary	87.1	53.4	59.8	62.8	51.2	5.4
Combined	84.9	47.0	53.8	62.4	47.9	4.6
Minority enrollment						
Less than 20%	91.4	56.2	64.7	65.7	53.7	2.8
20% or more	81.9	47.8	58.1	60.6	37.2	7.7
School size						
Less than 150	84.7	46.0	49.0	57.9	55.7	6.0
150 to 499	88.3	53.2	63.8	63.1	48.9	4.4
500 to 749	91.2	58.7	65.8	71.0	45.1	3.5
750 or more	91.7	60.0	74.0	68.4	43.6	2.3

Table 5.5—Percentage of principals who received various benefits, by selected school characteristics: 1993–94—Continued

	Medical insurance	Dental insurance	Group life insurance	Pension contributions	Tuition for children[2]	In-kind benefits[1]	None of these
PRIVATE	64.1	35.0	35.2	46.3	27.9	56.0	15.0
Central city	67.5	36.1	37.3	49.1	28.2	54.5	13.9
School level							
Elementary	69.6	36.0	36.0	55.1	23.7	51.3	13.0
Secondary	85.6	57.4	53.0	64.0	26.0	58.6	7.0
Combined	56.8	31.3	33.3	33.4	35.7	57.2	18.1
Minority enrollment							
Less than 20%	67.5	31.7	35.9	54.0	28.5	55.7	13.4
20% or more	68.6	42.9	38.6	46.7	25.6	51.6	13.9
School size							
Less than 150	51.7	27.5	23.7	29.4	26.1	50.7	24.3
150 to 499	78.2	42.8	44.8	61.7	26.3	55.0	6.9
500 to 749	86.7	47.4	51.0	77.5	31.1	54.6	2.7
750 or more	82.7	52.2	62.1	83.2	39.7	66.7	—
Urban fringe/large town	71.7	42.1	39.9	48.6	25.1	57.0	11.4
School level							
Elementary	72.0	42.6	37.7	49.1	17.0	49.3	15.2
Secondary	90.0	63.0	56.1	69.1	28.4	67.7	3.0
Combined	61.7	33.9	38.7	38.3	36.7	69.7	7.7
Minority enrollment							
Less than 20%	71.2	37.7	39.7	49.3	24.9	56.9	11.6
20% or more	71.5	53.6	40.6	46.6	19.6	55.7	12.7
School size							
Less than 150	59.2	33.5	28.1	30.1	25.5	48.2	20.3
150 to 499	80.8	49.8	49.9	63.3	20.0	63.5	4.5
500 to 749	91.5	56.8	53.0	71.5	22.7	72.2	—
750 or more	93.0	55.6	62.1	87.4	41.1	59.9	6.2
Rural/small town	49.7	24.4	26.6	39.6	31.0	56.7	21.1
School level							
Elementary	54.9	28.7	26.4	51.2	21.9	58.5	20.7
Secondary	77.2	51.4	58.0	74.8	28.3	73.7	0.0
Combined	37.4	10.3	22.1	17.4	40.9	52.9	26.4
Minority enrollment							
Less than 20%	47.9	20.0	24.5	36.3	30.4	55.0	23.1
20% or more	63.5	48.2	49.7	63.7	29.4	78.1	6.7
School size							
Less than 150	43.2	21.5	22.0	30.6	32.0	57.6	24.0
150 to 499	68.3	27.9	42.8	63.8	25.2	56.7	14.1
500 to 749	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

[1] Includes housing or housing expenses, meals, car/transportation expenses, reimbursement for tuition and course fees, and child care.
[2] Not asked of public school teachers.

NOTE: Table 5.6 in *Schools and Staffing in the United States: A Statistical Profile, 1987–88* and Table 5.5 in *Schools and Staffing in the United States: A Statistical Profile, 1990–91* are different. They presented the proportions of principals who received medical, dental, and group life insurance; pensions; and any in-kind benefits, including housing, meals, tuition for children, and tuition for principals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

Table 5.6—Percentage of public districts and private schools offering various types of pay incentives for teaching in certain locations, for teaching in fields of shortage, and for completing inservice training or college credits, by selected public district and private school characteristics: 1993–94

	Certain locations			Fields of shortage			Additional training		
	Cash bonus	Different step on salary schedule	Other salary increase	Cash bonus	Different step on salary schedule	Other salary increase	Cash bonus	Different step on salary schedule	Other salary increase
TOTAL	(*)	(*)	(*)	4.3	8.9	6.7	5.8	23.1	8.8
PUBLIC DISTRICTS	2.1	5.4	3.6	1.8	4.8	4.2	6.5	31.1	10.5
Region									
Northeast	0.5	4.2	0.6	0.2	5.1	1.0	4.2	41.4	21.0
Midwest	0.7	6.2	1.4	0.4	6.2	2.2	7.6	31.6	9.7
South	6.1	4.9	10.9	4.9	2.4	10.4	5.8	9.7	4.6
West	2.1	5.5	2.4	2.8	4.5	4.3	7.8	43.5	7.7
District size									
Less than 1,000	1.9	6.2	4.5	1.0	4.6	3.9	6.7	29.9	8.5
1,000 to 4,999	2.1	4.6	2.4	1.8	4.5	3.5	6.1	32.0	12.7
5,000 to 9,999	2.7	4.5	3.2	4.2	7.2	7.2	7.2	35.9	13.6
10,000 or more	3.7	3.3	3.3	8.0	5.8	7.9	7.2	31.0	11.1
Minority enrollment									
less than 20%	1.0	5.4	2.4	0.8	5.1	2.7	6.9	32.9	11.1
20% or more	4.8	5.2	6.2	4.4	4.0	7.9	5.7	26.8	9.1
Minority teachers									
Less than 10%	1.9	5.3	3.2	1.4	4.9	3.3	6.8	31.6	11.1
10% or more	3.3	5.8	5.6	4.0	4.2	8.9	5.1	28.7	7.6
PRIVATE SCHOOLS	—	—	—	5.7	11.3	8.2	5.3	18.4	7.8
Region									
Northeast	—	—	—	5.2	11.5	7.5	8.1	18.9	9.1
Midwest	—	—	—	6.3	12.8	7.8	6.3	20.8	5.3
South	—	—	—	4.3	8.0	7.6	2.8	10.9	5.8
West	—	—	—	7.6	13.5	10.7	3.8	25.5	13.2
School size									
Less than 150	—	—	—	5.1	6.9	6.0	4.7	13.3	6.9
150 to 499	—	—	—	7.1	17.0	10.8	6.2	24.3	8.9
500 to 749	—	—	—	2.6	12.0	10.8	4.5	26.1	9.2
750 or more	—	—	—	2.6	16.6	10.9	6.6	24.6	6.7
Minority enrollment									
Less than 20%	—	—	—	6.1	9.9	7.2	6.1	18.3	7.0
20% or more	—	—	—	4.8	14.3	10.3	3.6	18.8	9.5
Minority teachers									
Less than 10%	—	—	—	5.5	10.6	7.7	5.6	18.7	7.0
10% or more	—	—	—	6.5	13.6	10.2	4.4	17.6	10.6

—Too few cases for a reliable estimate.
*These questions were not asked of private schools.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School and Teacher Demand and Shortage Questionnaires).

Table 5.7—Percentage distribution of public districts by length of contract year for teachers and type of collective bargaining agreement, and percentage of teachers in a union, by selected district characteristics: 1993–94

	Length of contract year			Type of agreement			Percentage of teachers in a union
	9–10 months	11 months	12 months	Collective bargaining	Meet and confer	None	
TOTAL	93.2	0.6	6.2	64.0	7.1	29.0	79.8
Region							
Northeast	86.8	0.0	13.2	98.1	0.1	1.7	96.7
Midwest	95.9	—	4.1	73.7	9.1	17.1	87.4
South	96.8	0.4	2.7	11.9	6.2	82.0	63.2
West	90.8	2.3	6.8	67.8	11.4	20.8	83.2
District size							
Less than 1,000	91.2	1.0	7.8	57.6	8.0	34.4	73.7
1,000 to 4,999	95.0	—	4.9	72.2	5.6	22.2	82.2
5,000 to 9,999	96.9	0.0	3.1	66.4	6.6	26.9	83.2
10,000 or more	96.2	—	3.5	63.5	8.9	27.5	77.1
Minority enrollment							
Less than 20%	93.0	0.0	7.0	70.6	6.7	22.7	83.5
20% or more	94.0	2.0	4.1	47.7	7.9	44.4	75.6
Minority teachers							
Less than 10%	92.6	0.6	6.8	68.5	6.6	24.8	82.7
10% or more	96.5	0.6	2.9	41.0	9.2	49.8	74.3

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Demand and Shortage Questionnaire).

CHAPTER 6 • OPINIONS AND PERCEPTIONS

The opinions and attitudes of teachers and principals provide valuable information on the current state of schooling in the United States. They indicate the priorities that teachers and principals place on various outcomes related to schooling. They offer insight about obstacles that make it harder for teachers to teach and students to learn. They inform policymakers and the public regarding the way work is organized in schools, helping to address issues such as who makes which decisions, the roles that administrators play, relationships among teachers and between teachers and principals in schools, and parent involvement. Finally, they indicate whether teachers and principals are satisfied with their work and likely to continue working with students in the future.

This chapter summarizes data gathered on teachers' and principals' opinions regarding school goals, problems in schools, influence over decisions concerning school activities, and teacher and principal satisfaction with their schools and their professions. With access to this information, policymakers and education administrators can better understand schooling and develop policies that enhance teaching and learning.

SCHOOL GOALS

When presented with eight goals of schooling and asked to choose the three that were most important to them, about 60 percent of both public and private school principals chose "promoting academic excellence" as one of the three.

Research on effective schools indicates that when principals emphasize goals related to student achievement and serve as instructional leaders, teachers are more likely to use the most effective teaching strategies and students learn more.[1] Further, some have suggested that private schools are often more successful in enhancing student achievement for two reasons: private school teachers and principals are more likely than their public school counterparts to emphasize academic achievement, and the standards of conduct and achievement to which students are held are higher in private schools than in public schools.[2]

SASS provides some indication of the goals that administrators in the nation's schools pursue and ask their teachers and students to achieve. Principals who participated in the 1993–94 SASS were asked to choose and rank the three goals they thought were most important among the following eight possible goals: building basic literacy skills, encouraging academic excellence, promoting occupational or vocational skills, promoting good work habits and self-discipline, promoting personal growth, promoting human relations skills, and promoting specific moral values, and promoting multicultural awareness or understanding (public principals only) or religious or spiritual development (private principals only).

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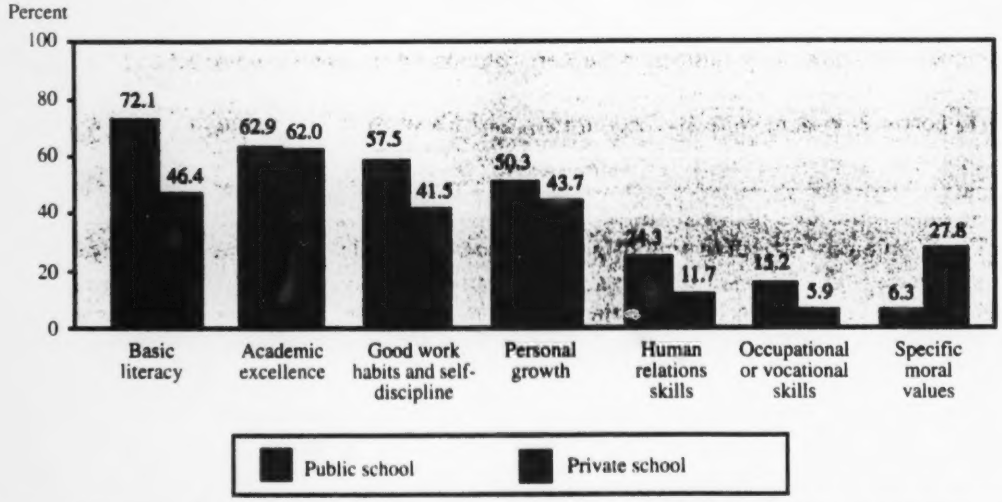
[1] Linda McNeil, *Contradictions of Control* (New York: Routledge, 1987); Douglas E. Mitchell, Flora Ortiz, and Theresa E. Mitchell, *Work Orientation and Job Performance: The Cultural Basis of Teaching Rewards and Incentives* (Albany, NY: State University of New York Press, 1987).

[2] See, for example, Anthony S. Bryk, Valerie E. Lee, and Peter B. Holland, *Catholic Schools and the Common Good* (Cambridge, MA: Harvard University Press, 1993) or James Coleman and T. Hoffer, *Public and Private Schools: The Impact of Communities* (New York: Basic Books, 1987).

Four of the seven goals that were common to both the public and private school principals' survey—building basic literacy skills, encouraging academic excellence, promoting good work habits and self-discipline, and promoting personal growth—were reported to be among the most important by one-half to two-thirds of principals (table 6.1 and figure 6.1).[3] In contrast, the other three common goals—promoting human relations skills, promoting occupational or vocational skills, and promoting specific moral values—were rated among the three most important by no more than about one-fifth of principals.

Figure 6.1—Percentage of public and private school principals who rated various goals as their first, second, or third most important goal: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal Questionnaire).

In addition, public and private school principals differed somewhat in the goals they chose. Public school principals were far more likely than private school principals to choose basic literacy skills as one of the most important goals. Given the religious affiliation of many private schools (see table A21), it is not surprising that private school principals were more likely than public school principals to choose specific moral values as among the most important. However, public and private school principals were about equally likely to choose academic excellence as among the most important goals.

The issue of school size has been debated for decades, as educators and policymakers weigh the tradeoffs between the economies of scale that they believe can be achieved with large schools against the sense of commitment and community that can be realized in small schools. More recent literature has emphasized the advantages of small schools compared with large schools.[4] In contrast to what one might expect given this recent literature, principals of larger schools in both the public and private sectors were more likely than their counterparts in smaller schools to rank academic excellence as one of the most important goals (table 6.1).

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[3] Appendix table A21 shows comparable data for private school principals by affiliation.

[4] Deborah Meier, *The Power of Their Ideas* (Boston: Beacon Press, 1995); Sara Mosle, "A City School Experiment That Actually Works," *New York Times Magazine* (May 28, 1995): 26–31, 49–51.

SCHOOL PROBLEMS

About 25 percent of all teachers and about 10 percent of all principals reported that students' lack of preparation to learn and a lack of parent involvement were serious problems in their schools.

The ways in which teachers and principals perceive the problems facing their schools can be useful to educators and policymakers in a couple of ways. First, they offer two of the many perspectives—including those of students, parents, business people, and researchers—that are necessary to form an accurate picture of the health of our schools. Second, teachers' and principals' perceptions of school problems can help policymakers and administrators understand how teachers and principals perceive their working environments. To the degree that teachers' and principals' perceptions of their working environments affect their work with students, parents, and each other, administrators and policymakers must consider these perceptions, regardless of how accurately they reflect school problems.

In all three administrations of SASS, both teachers and principals were asked to rate the seriousness of various problems that they might confront in their work. Of the problems they were asked to rate in 1987–88, teachers were most likely to identify student attendance (absenteeism and tardiness), substance abuse (use of alcohol and drug abuse), and verbal abuse of teachers as serious problems in their schools: 7 to 15 percent of teachers reported that these were serious problems.[5] Teachers and principals rated the seriousness of these problems again in both 1990–91 and 1993–94, and their perceptions have changed little since 1987–88 (tables 6.2 and 6.3). The proportions of teachers and principals who rated these problems as serious increased slightly for some problems (for example, verbal abuse of teachers) and decreased slightly for others (for example, student absenteeism).[6]

Although some school problems were included in each survey administration, new problems were added to the 1990–91 and 1993–94 surveys. Of the problems they were asked about in 1993–94, teachers were most likely to rate the following as serious: students' lack of preparation to learn (26 percent), a lack of parent involvement (25 percent), student apathy (21 percent), poverty (17 percent), and students' disrespect for teachers (17 percent) (table 6.2 and figure 6.2).[7]

As in the previous administrations of SASS, in 1993–94 teachers and principals in public schools were more likely than their private school counterparts to see problems as serious. For example, between 20 and 30 percent of public school teachers reported that students' lack of preparation, a lack of parent involvement, student apathy, poverty, and student disrespect for teachers were serious problems compared with less than 5 percent of private school teachers. Furthermore, in both sectors, teachers were generally more likely than principals to rate problems as serious (tables 6.2 and 6.3 and figure 6.2). In addition, public school teachers and principals who worked in central city schools were more likely than their counterparts in other types of communities to see most of these problems as serious. For example, whereas 36 percent of central city public school teachers reported that a lack of parent involvement was a serious problem in their schools, about 25 percent of public school teachers in urban fringe or rural communities reported this.

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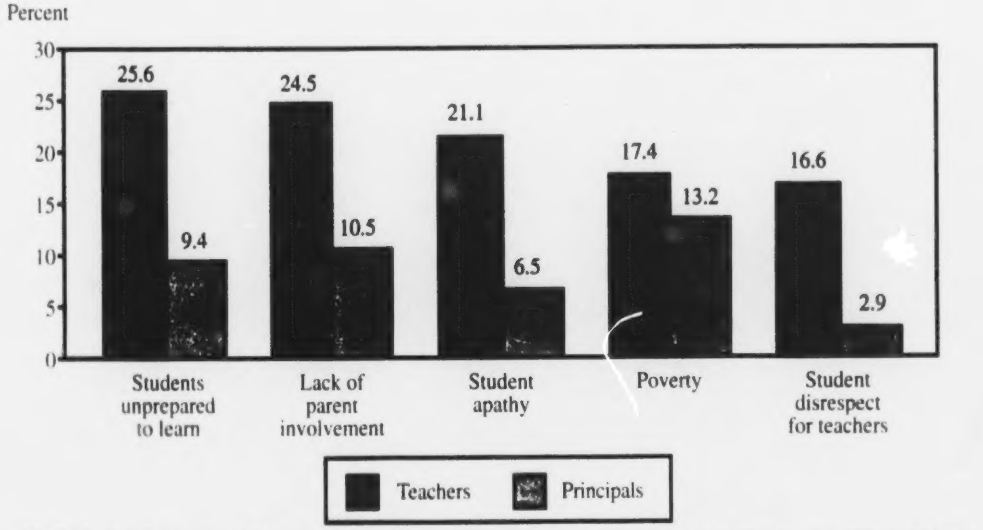
[5] NCES, *Schools and Staffing in the United States: A Statistical Profile, 1987–88*, 86.

[6] NCES, *Schools and Staffing in the United States: A Statistical Profile, 1987–88*, 86; and NCES, *Schools and Staffing in the United States: A Statistical Profile, 1990–91*, 92.

[7] Appendix tables A22 and A23 show comparable data for public school teachers by state and for private school teachers by affiliation. Appendix tables A24 and A25 show comparable data for public school principals by state and for private school principals by affiliation.

Figure 6.2—Percentage of teachers and principals who perceived certain issues as serious problems in their schools: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and Teacher Questionnaires).

SCHOOL MANAGEMENT

> *Eighty-nine percent of school principals reported that they had a great deal of influence on decisions regarding school discipline policy, compared with 38 percent of teachers.*

School site management has become an important topic of research and commentary in the education community. Underlying recommendations for school site management is the premise that when public school teachers and principals can approach school problems as they deem appropriate, unencumbered by state or district regulations and policies that do not apply to their particular teaching situations or schools, they will tailor solutions to meet school site needs more efficiently. In addition, this freedom is believed to improve morale, feelings of professionalism, and the sense of self-efficacy among school staff. Both of these outcomes are expected to improve instruction so that students will learn more.

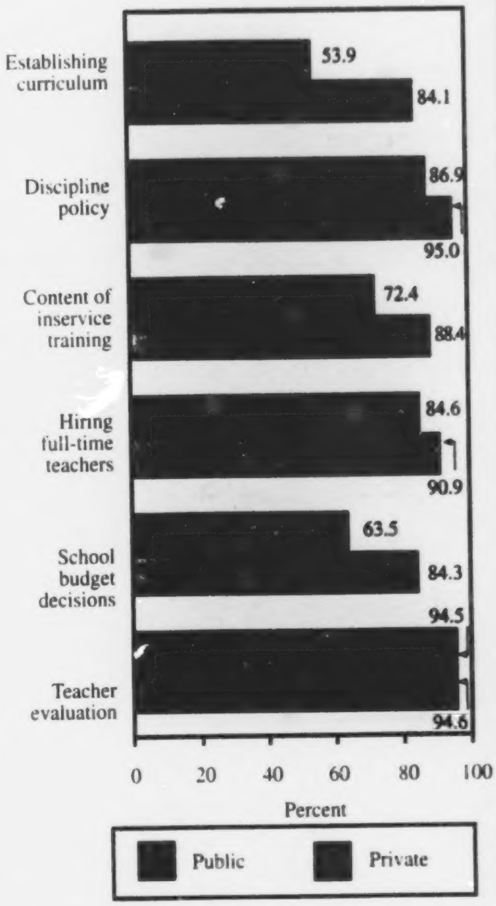
The general principle of turning over control to the school site raises a number of specific issues, however, including the question of how control over various school activities should be shared among teachers, principals, parents, and others. Teachers and principals must decide, for example, whether teachers will participate in all school decisions, given the many demands on their time. They must determine to what degree the school principal will serve as supervisor, as business/operations manager, and as instructional leader. Also, they must decide how school boards, parents, students, and state and district personnel will contribute to decisions made at the school site.

SASS provides information regarding the extent to which teachers and principals believe they have influence and control in their schools. This section of the chapter addresses issues related to school site management by discussing teachers' and principals' perspectives on the amount of influence that they and others had on six areas of school activity: curriculum, discipline policy, the content of inservice training, hiring full-time teachers, school budget decisions, and teacher evaluation. The section first presents principals' views of the influence that various school groups have on establishing curriculum and that they themselves have on the other five policy areas. It continues by describing teachers' views of their own influence in all six areas.

Of all the parties whose influence they were asked to rate, private school principals were most likely to report themselves as having a great deal of influence on establishing curriculum. In public schools, however, principals were more likely to report that the state department of education, school district staff, and teachers had a great deal of influence on establishing curriculum than to report that they themselves had a great deal of influence. In fact, of the six school activities, public school principals were least likely to report that they had a great deal of influence in establishing curriculum (54 percent on establishing curriculum compared with 64 or more percent on other areas) (figure 6.3).

Although public school principals' perceptions varied among the areas, more than half of principals in both public and private schools reported that they had a great deal of influence on all six areas surveyed, and nearly all of both public and private school principals reported that they had a great deal of influence on teacher evaluation. However, private school principals were more likely than public school principals to report that they had a great deal of influence in the remaining five policy areas. More than 80 percent of private school principals reported that they had a great deal of influence in each of the six areas. In contrast, depending on the type of school policy, between 54 and 95 percent of public school principals reported that they had a great deal of influence (tables 6.4 and 6.5 and figure 6.3).

Figure 6.3—Percentage of public and private school principals who reported that they had a great deal of influence on decisions about various school activities: 1993–94



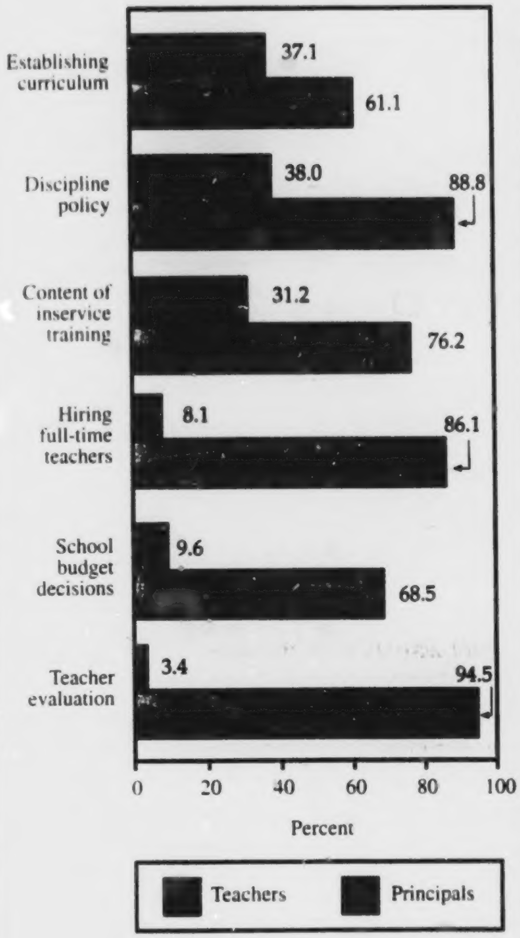
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal Questionnaire).

Whereas about 95 percent of public school principals reported that they had a great deal of influence on teacher evaluation and 85 percent or more reported a great deal of influence over discipline policy and hiring full-time teachers, 64 percent reported a great deal of influence over school budget decisions and 54 percent over establishing curriculum.

Teachers' perceptions of their influence on these six areas of school life varied from those of principals in two ways. First, teachers were less than half as likely as principals to see themselves as having a great deal of influence on decisions about five of the six school activities included in the survey (figure 6.4). For example, 89 percent of school principals reported they had a great deal of influence over discipline policy at the school level, compared with 38 percent of teachers (tables 6.5 and 6.6 and figure 6.4). And with respect to decisions about establishing curriculum, the proportion of principals who reported that they had a great deal of influence was not double that of teachers, but significantly greater: 61 percent compared with 37 percent. Principals were consistently more likely than teachers to believe that they had a great deal of influence over school decisions.

The second difference between principals' and teachers' perceptions of influence over school decisions concerned the influence that teachers had over establishing curriculum. Whereas 64 percent of principals reported that teachers in their schools had a great deal of influence on establishing curriculum, 37 percent of teachers did so (tables 6.4 and 6.6). Further research must be conducted to determine whether this discrepancy between teachers' and principals' views of teachers' influence is unique to decisions about establishing curriculum or occurs with respect to decisions about other school activities as well.

Figure 6.4—Percentage of teachers and principals who reported that they had a great deal of influence on decisions about various school activities: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and Teacher Questionnaires).

TEACHER SATISFACTION

Overall, 11 percent of public school teachers were highly satisfied with their working conditions, compared with 36 percent of private school teachers.

Teachers' satisfaction with their working environments provides an important indicator of the support they receive to do their work. In order to function effectively, teachers (as well as students) need safe environments, adequate supplies, social support, and strong leadership. Schools without these characteristics can make student achievement goals more difficult to attain.

Teachers who participated in SASS were asked to rate their level of satisfaction with the working conditions in their schools, including administrative support and leadership, the degree to which they were protected or buffered from outside influences and behavior problems in schools, the degree to which staff members cooperated with each other, and the adequacy of the resources available to them. Table 6.7 presents the percentage of teachers who reported that they were highly satisfied with each characteristic.[8]

Teachers' reported satisfaction varied among the four areas. Between 19 and 29 percent of public school teachers reported that they were highly satisfied with the administrative support and leadership, the level of buffering and enforcement of rules, and the level of cooperation among the staff in their schools (table 6.7 and figure 6.5). In contrast, less than 10 percent of public school teachers reported that they were highly satisfied with the level of the resources in their schools. About half of private school teachers reported that they were highly satisfied with the administrative support and leadership, the level of buffering and enforcement of rules, and the level of cooperation among the staff in their schools. Moreover, private school teachers, like public school teachers, were less likely to report that they were highly satisfied with the resources in their schools than with other aspects of their teaching environments.

However, although the patterns of teachers' responses among the four areas were similar in public and private schools, private school teachers were more likely than public school teachers to report that they were highly satisfied in all areas. Whereas between 26 and 54 percent of private school teachers were highly satisfied with the conditions in their schools in the four areas, between 8 and 29 percent of public school teachers were similarly satisfied (table 6.7 and figure 6.5). Overall, 36 percent of private school teachers were highly satisfied, compared with 11 percent of public school teachers.

LOOKING BACK, LOOKING FORWARD

Nearly 40 percent of public school teachers and more than 50 percent of private school teachers said they certainly would become teachers again.

As discussed in the last section, teachers' satisfaction with their working conditions provides a window on the support they receive for teaching. Their satisfaction with the profession, on the other hand, serves as an indicator of the future health of the profession and the likelihood that people who join it will continue to serve over the long run.

The SASS surveys include questions for both principals and teachers that provide information on these professionals' satisfaction with their occupations. Teachers were asked whether, if they had the chance to "go back to [their] college days and start over again," they would become teachers. Moreover, both principals and teachers were asked how long they planned to remain principals or teachers.

Their answers indicate that many are fairly satisfied with the choices they have made. Nearly 40 percent of public school teachers and more than 50 percent of private school teachers said they certainly would become teachers again (table 6.8 and figure 6.6).[9] About another 25 percent of teachers in each sector said that they probably would become teachers again. Private school teachers were somewhat more likely than public school teachers to report that they certainly would become teachers again.[10]

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[8] See the Technical Notes, appendix C, for details on the construction of these scales and the definition of teachers who were "highly satisfied."

[9] Appendix tables A26 and A27 show comparable data for public school teachers by state and for private school teachers by affiliation.

[10] Because we do not know the proportion of other professionals who would report whether they would enter their professions again, it is unclear whether the degree to which teachers' reports that they would not become teachers again reflect dissatisfaction unique to teaching.

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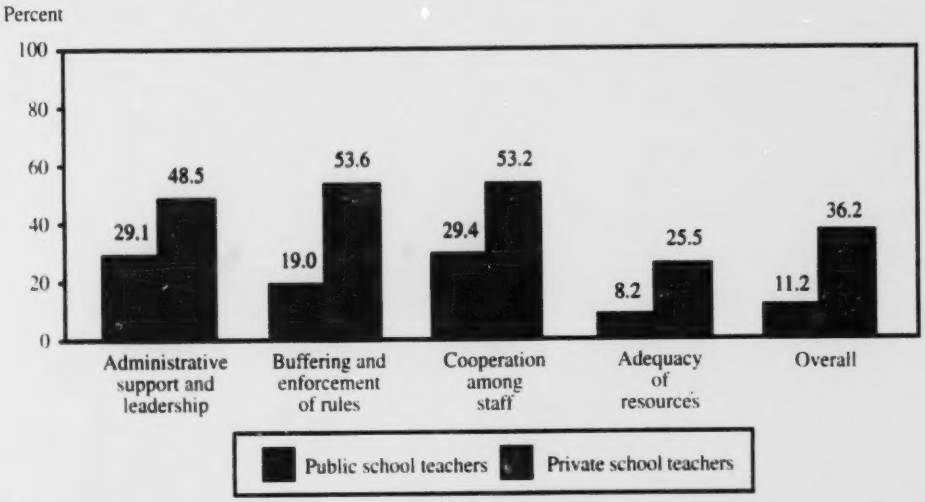
Figure 6.5—Percentage of public and private school teachers who were highly satisfied with various aspects of their working conditions: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

Teachers' and principals' reports of how long they planned to remain in their professions also indicate positive stances toward their current work. Approximately 35 percent of both teachers and principals reported that they planned to remain in their professions as long as they were able (table 6.9 and figure 6.7).[11] Another 20 percent of principals and 30 percent of teachers reported that they planned to stay until retirement. Only 3 percent of principals and 4 percent of teachers reported that they planned to leave as soon as possible. Although private school teachers were more likely to report they planned to stay as long as they were able, public school teachers were more likely to report that they planned to stay until retirement, perhaps reflecting the greater availability of retirement benefits in public schools.

Overall, the findings reported in this chapter reflect the significant differences between the working environments found in public schools and those found in private schools. They also illustrate major differences between teachers' and principals' perceptions of both school problems and their influence on school decisions. Finally, they raise questions to be addressed in future research, such as whether teachers' satisfaction with their working environments or with the profession is associated with staying in a school, changing schools, or leaving the profession.

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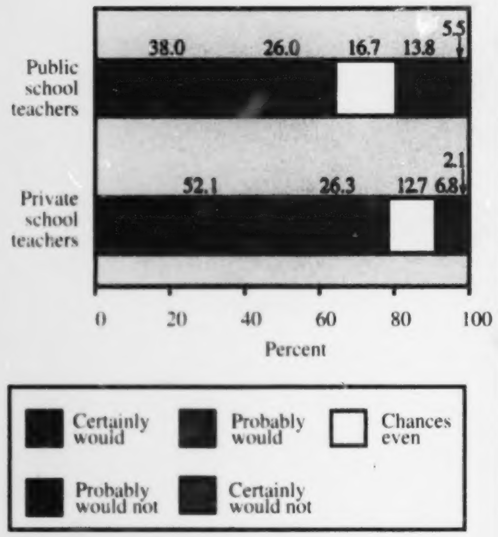
[11] Appendix tables A28 and A29 show comparable data for public school teachers and principals by state and for private school teachers and principals by affiliation.

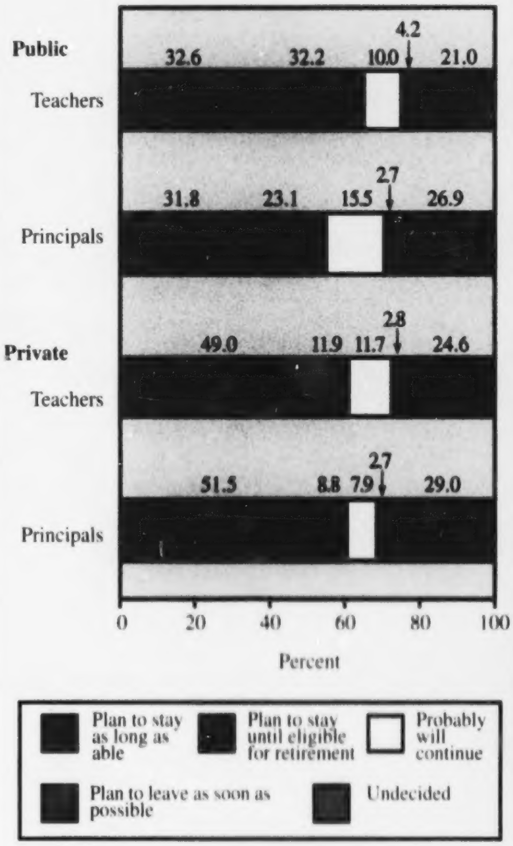
Figure 6.6—Percentage distribution of public and private school teachers by reported likelihood of becoming a teacher again: 1993–94



NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

Figure 6.7—Percentage distribution of public and private school teachers and principals by plans to remain in teaching: 1993–94



NOTE: Details may not add to totals due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and Teacher Questionnaires).

Table 6.1—Percentage of principals who rated each of eight goals as their first, second, or third most important goal, by selected school characteristics: 1993–94

	Basic literacy skills	Academic excellence	Occupational/ vocational skills	Work habits/ self-discipline	Personal growth	Human relations skills	Specific moral values	Multi-cultural awareness
TOTAL	66.0	62.7	12.9	53.8	48.8	21.3	11.5	(*)
PUBLIC	72.1	62.9	15.2	57.7	50.3	24.3	6.3	11.2
Central city	71.7	64.9	13.6	53.3	48.0	24.9	6.2	17.4
School level								
Elementary	75.1	64.9	9.4	53.6	49.1	25.0	6.0	16.9
Secondary	60.9	68.0	27.1	50.5	43.9	24.7	5.8	19.2
Combined	61.5	38.0	42.8	57.5	53.4	28.9	8.0	10.0
Minority enrollment								
Less than 20%	70.5	61.6	16.6	58.9	51.2	26.7	5.7	8.8
20% or more	72.6	65.7	12.6	51.2	47.3	24.5	6.2	19.8
School size								
Less than 150	70.7	56.4	29.6	43.6	50.5	34.0	7.1	8.0
150 to 499	74.3	60.1	12.4	54.5	48.7	25.5	6.7	17.9
500 to 749	75.4	64.7	10.0	58.0	47.6	24.2	5.6	14.5
750 or more	65.3	73.4	16.1	47.6	47.9	23.5	5.3	20.9
Urban fringe/large town	68.2	67.0	9.9	54.5	53.8	25.6	5.9	15.2
School level								
Elementary	70.8	66.3	5.3	54.2	57.6	24.9	5.7	15.2
Secondary	61.9	71.0	22.7	54.8	43.0	26.1	6.5	14.1
Combined	70.9	42.6	36.5	61.3	48.0	26.2	10.8	3.6
Minority enrollment								
Less than 20%	68.1	68.9	8.0	56.4	56.8	25.2	5.4	11.3
20% or more	69.8	64.2	12.0	52.2	51.1	25.2	6.7	19.0
School size								
Less than 150	70.2	53.3	16.3	52.1	62.5	30.3	6.7	8.6
150 to 499	68.0	65.1	6.8	52.5	58.0	26.6	6.4	16.7
500 to 749	71.3	70.8	5.4	57.5	54.5	23.4	4.6	12.5
750 or more	66.9	67.3	18.5	54.5	46.2	24.2	6.8	15.6
Rural/small town	74.5	59.5	18.9	61.7	49.6	23.2	6.6	5.9
School level								
Elementary	78.4	57.1	10.1	64.5	52.8	24.2	6.6	6.3
Secondary	65.2	64.3	34.3	58.6	44.4	21.5	6.9	4.8
Combined	72.2	57.3	40.9	52.9	41.6	16.3	8.8	10.0
Minority enrollment								
Less than 20%	74.0	59.2	17.5	63.6	50.9	24.0	6.6	4.3
20% or more	74.8	59.2	21.3	59.1	47.1	20.9	7.4	10.2
School size								
Less than 150	76.6	50.8	25.3	62.2	49.5	24.8	6.5	4.3
150 to 499	75.3	59.1	15.6	63.2	51.0	23.3	7.2	5.2
500 to 749	73.3	61.4	17.9	62.5	50.0	21.5	5.7	7.6
750 or more	66.6	69.2	25.1	56.5	43.3	21.7	7.2	10.3

Table 6.1—Percentage of principals who rated each of eight goals as their first, second, or third most important goal, by selected school characteristics: 1993–94—Continued

	Basic literacy skills	Academic excellence	Occupational/ vocational skills	Work habits/ self-discipline	Personal growth	Human relations skills	Specific moral values	Religious/ spiritual development
PRIVATE	46.4	62.0	5.9	41.5	43.7	11.7	27.8	61.0
Central city	44.1	64.9	4.7	43.0	44.1	9.6	31.5	58.2
School level								
Elementary	46.7	62.9	2.4	41.6	46.3	8.4	27.9	63.7
Secondary	28.1	78.2	4.2	28.4	55.0	10.3	31.8	64.1
Combined	46.5	61.0	11.6	50.7	38.0	11.8	39.1	41.3
Minority enrollment								
Less than 20%	35.9	69.2	3.8	42.1	46.4	6.8	34.4	61.5
20% or more	53.5	59.0	6.2	42.8	43.8	12.3	28.1	54.3
School size								
Less than 150	57.2	55.3	7.5	50.3	42.9	14.8	27.0	44.9
150 to 499	39.7	67.7	3.9	37.7	46.6	5.3	33.3	66.0
500 to 749	21.2	78.9	0.0	36.0	43.3	9.1	38.9	72.5
750 or more	13.4	87.0	—	31.2	53.2	6.7	38.7	68.6
Urban fringe/large town	43.5	65.0	6.5	38.1	49.8	14.2	23.3	59.6
School level								
Elementary	43.5	66.8	4.8	33.9	52.6	12.2	22.6	63.5
Secondary	26.3	68.7	4.1	42.8	51.4	15.0	30.7	61.0
Combined	52.1	57.1	10.2	44.8	48.3	19.8	18.6	49.0
Minority enrollment								
Less than 20%	44.3	66.5	5.4	37.2	50.4	13.0	21.8	61.5
20% or more	42.8	60.3	7.7	38.7	53.8	17.7	23.9	55.1
School size								
Less than 150	59.1	54.4	10.6	39.4	56.6	20.8	15.8	43.3
150 to 499	30.7	71.8	2.1	37.9	46.2	8.5	28.3	74.4
500 to 749	29.0	83.6	3.0	25.4	49.1	9.7	24.6	75.6
750 or more	18.9	90.2	0.0	22.4	49.1	11.1	38.6	69.7
Rural/small town	53.1	54.0	6.8	43.7	35.8	11.7	28.3	66.6
School level								
Elementary	56.2	46.8	1.8	36.3	40.7	11.1	28.5	78.6
Secondary	39.1	48.4	5.3	60.3	62.3	30.1	19.1	35.5
Combined	54.5	60.6	10.2	51.8	24.3	10.7	26.1	61.6
Minority enrollment								
Less than 20%	56.0	51.8	4.9	43.6	33.8	11.0	28.6	70.2
20% or more	37.9	59.5	10.9	53.6	52.7	24.7	11.0	49.8
School size								
Less than 150	58.1	46.2	6.0	47.5	34.1	13.9	26.1	68.1
150 to 499	43.7	70.5	4.2	35.6	40.2	8.2	28.3	69.3
500 to 749	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*Private school principals were not asked about the goal of multicultural awareness; public school principals were not asked about religious/spiritual development.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

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Table 6.2—Percentage of teachers who perceived certain issues as serious problems in their schools, by selected school characteristics: 1993–94

	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Students unprepared to learn	Lack of parent involvement	Student apathy	Poverty	Student disrespect for teachers
TOTAL	12.9	8.5	9.5	5.1	9.9	25.6	24.5	21.1	17.4	16.6
PUBLIC	14.4	9.3	10.5	5.7	11.1	28.8	27.6	23.6	19.5	18.5
Central city	21.9	6.9	17.6	6.3	17.1	37.1	35.9	27.9	29.0	24.9
School level										
Elementary	12.4	1.0	12.1	1.2	14.1	32.6	31.3	19.3	30.3	21.2
Secondary	41.9	19.6	30.1	17.1	22.6	46.6	44.7	46.4	24.8	32.5
Combined	20.4	8.0	8.1	8.0	23.3	31.2	41.9	28.4	35.6	24.8
Minority enrollment										
Less than 20%	11.5	8.1	8.3	4.8	8.0	21.7	17.6	19.2	8.7	15.5
20% or more	25.2	6.7	20.7	6.8	19.9	41.8	41.6	30.8	35.1	27.8
School size										
Less than 150	20.0	12.9	10.7	12.1	19.6	33.5	35.7	26.0	26.1	21.9
150 to 499	11.1	1.7	9.1	1.5	10.2	31.0	31.9	14.6	32.3	15.4
500 to 749	12.7	2.1	12.1	1.9	17.1	34.9	33.7	24.0	30.0	25.3
750 or more	33.3	12.7	26.0	11.4	20.6	41.5	39.1	37.8	26.0	29.8
Urban fringe/large town	13.9	8.1	10.5	5.6	10.5	26.4	24.0	21.9	13.0	17.2
School level										
Elementary	5.9	0.6	5.9	0.5	7.2	21.1	19.0	13.0	14.3	13.1
Secondary	27.2	21.7	18.4	14.8	15.3	34.4	31.3	36.8	9.6	23.0
Combined	20.6	9.5	11.4	7.6	22.0	32.1	35.6	32.1	21.7	29.3
Minority enrollment										
Less than 20%	8.2	8.4	5.8	4.9	6.2	17.4	14.4	16.7	5.1	11.1
20% or more	20.2	7.7	15.8	6.4	15.2	36.4	34.8	27.6	22.1	23.8
School size										
Less than 150	12.4	10.9	11.9	12.5	11.8	26.9	26.3	17.6	17.3	13.8
150 to 499	6.9	2.5	5.3	1.9	6.9	20.3	18.4	12.2	14.1	12.3
500 to 749	5.8	2.5	5.9	1.6	6.4	20.7	18.0	15.3	11.4	11.8
750 or more	22.8	15.1	16.2	10.3	14.7	32.7	30.2	31.5	12.8	23.0
Rural/small town	9.8	11.7	5.8	5.4	7.4	24.9	24.6	22.0	18.0	15.2
School level										
Elementary	4.4	2.8	2.4	1.2	5.6	20.8	20.2	14.9	19.1	12.8
Secondary	18.4	26.3	11.4	12.1	9.9	30.9	30.9	33.8	15.3	18.9
Combined	11.7	17.6	6.8	6.6	9.1	30.5	33.3	28.2	25.0	16.4
Minority enrollment										
Less than 20%	7.8	11.9	4.7	4.5	5.2	19.6	19.1	19.3	12.7	12.3
20% or more	13.7	11.5	8.0	7.0	11.8	36.3	36.5	28.4	29.7	21.4
School size										
Less than 150	7.0	12.6	3.7	3.7	5.7	17.7	20.2	17.0	16.9	10.3
150 to 499	6.6	9.5	3.7	3.4	5.7	22.5	22.9	18.5	19.9	12.9
500 to 749	8.4	9.7	5.3	4.5	7.0	23.5	23.4	21.1	17.8	14.9
750 or more	17.7	18.2	10.8	10.4	11.0	32.5	30.0	31.6	14.9	21.0

Table 6.2—Percentage of teachers who perceived certain issues as serious problems in their schools, by selected school characteristics: 1993–94—Continued

	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Students unprepared to learn	Lack of parent involvement	Student apathy	Poverty	Student disrespect for teachers
PRIVATE	2.2	3.1	2.6	1.3	2.3	4.1	4.0	4.5	2.7	3.4
Central city	2.1	3.1	2.8	1.3	1.8	4.4	4.0	4.7	3.0	3.1
School level										
Elementary	1.1	0.3	2.5	0.2	1.1	4.1	4.2	3.3	2.8	2.8
Secondary	4.4	12.4	3.7	5.1	2.9	7.3	7.1	10.7	3.6	5.4
Combined	1.7	2.3	2.4	1.0	2.5	2.9	2.5	3.4	2.0	2.2
Minority enrollment										
Less than 20%	1.2	3.5	1.5	1.0	1.0	2.1	1.6	3.1	0.6	2.1
20% or more	3.1	3.0	4.6	2.0	3.1	7.8	8.3	7.3	5.9	4.7
School size										
Less than 150	3.4	2.0	5.1	2.2	6.2	4.9	8.3	7.0	5.1	5.5
150 to 499	2.1	2.1	2.9	0.9	1.3	5.4	4.4	4.3	3.0	3.2
500 to 749	0.6	4.9	1.0	1.3	—	1.9	1.1	4.5	1.1	1.4
750 or more	1.2	7.4	1.1	2.2	—	2.6	2.3	4.1	0.9	1.9
Urban fringe/large town	2.2	3.0	2.7	1.5	3.1	4.4	4.0	4.6	2.6	4.2
School level										
Elementary	0.4	0.3	1.2	0.2	0.4	1.2	1.6	1.4	1.5	2.2
Secondary	4.1	9.4	4.8	2.8	3.0	8.3	4.9	8.1	2.5	3.0
Combined	4.4	2.8	3.7	2.2	7.7	8.0	8.1	7.9	4.4	8.1
Minority enrollment										
Less than 20%	1.5	2.4	2.1	0.8	1.4	3.4	2.2	3.6	0.5	2.2
20% or more	4.3	3.4	3.9	2.6	7.0	7.1	9.1	6.7	8.0	9.1
School size										
Less than 150	5.0	3.2	4.5	3.0	10.2	10.7	8.8	9.1	9.3	9.7
150 to 499	1.4	1.7	2.0	0.7	1.0	3.1	3.3	3.2	0.9	2.5
500 to 749	—	3.4	0.9	0.6	0.6	1.3	0.8	2.2	—	1.9
750 or more	3.4	5.9	3.7	1.4	1.7	2.7	2.2	4.6	—	3.2
Rural/small town	2.4	3.5	1.7	1.0	1.9	3.1	4.0	3.8	2.4	2.6
School level										
Elementary	0.6	0.3	1.2	0.3	0.5	2.4	2.0	1.8	2.1	0.9
Secondary	9.5	10.5	4.9	3.7	2.2	6.9	11.7	10.2	3.7	3.6
Combined	2.1	3.4	1.3	0.9	3.3	2.9	3.8	4.0	2.7	4.1
Minority enrollment										
Less than 20%	2.2	2.8	1.8	0.5	1.2	2.4	2.9	3.0	0.8	2.1
20% or more	5.5	5.0	2.1	5.7	7.2	10.5	15.0	11.4	17.4	6.9
School size										
Less than 150	1.3	0.6	1.7	0.7	3.0	3.5	3.6	3.3	3.8	2.9
150 to 499	[illegible]	4.7	0.9	1.5	0.9	2.9	3.7	4.0	1.8	2.7
500 to 749	—	6.5	—	—	0.0	—	—	—	—	0.0
750 or more	27.0	—	—	0.0	—	—	21.2	9.5	0.0	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table 6.3—Percentage of principals who perceived certain issues as serious problems in their schools, by selected school characteristics: 1993–94

	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Students unprepared to learn	Lack of parent involvement	Student apathy	Poverty	Student disrespect for teachers
TOTAL	3.8	3.1	3.5	1.2	1.7	9.4	10.5	6.5	13.2	2.9
PUBLIC	4.8	3.6	4.0	1.4	1.8	11.8	12.9	7.9	16.3	3.3
Central city	8.3	1.3	7.3	1.1	3.6	18.5	17.4	8.2	25.5	5.6
School level										
Elementary	5.2	—	5.3	0.3	3.1	18.9	15.8	6.3	26.1	5.0
Secondary	20.0	6.1	16.6	3.1	5.3	17.2	23.8	16.3	21.6	7.0
Combined	19.0	3.5	7.6	3.8	13.8	22.5	29.2	17.4	30.9	16.6
Minority enrollment										
Less than 20%	2.9	2.9	3.3	1.6	0.8	8.0	7.0	3.9	6.7	2.2
20% or more	10.2	0.7	8.8	0.7	4.8	22.3	21.2	10.0	31.7	6.9
School size										
Less than 150	10.6	3.1	3.4	3.3	8.1	13.6	19.3	12.3	19.1	10.5
150 to 499	4.6	0.4	2.6	0.3	2.1	16.3	15.7	4.9	25.0	3.4
500 to 749	6.3	0.6	7.4	1.1	4.5	21.6	15.8	7.9	25.4	5.9
750 or more	16.0	2.8	15.5	1.2	4.5	19.9	22.4	13.7	27.5	8.0
Urban fringe/large town	4.3	2.8	4.1	1.5	1.5	8.2	10.0	5.9	10.3	2.5
School level										
Elementary	1.8	—	2.4	—	1.0	8.3	7.4	3.6	10.6	2.0
Secondary	13.4	11.4	10.9	5.4	2.5	9.2	16.4	13.2	8.4	4.0
Combined	9.7	7.8	5.8	7.4	6.3	8.3	21.0	15.8	15.8	5.8
Minority enrollment										
Less than 20%	2.5	2.9	2.3	0.9	0.8	4.3	5.3	4.1	4.3	1.5
20% or more	7.0	2.5	6.7	2.1	2.3	13.7	15.1	8.3	17.6	3.7
School size										
Less than 150	6.2	4.8	5.3	5.2	2.8	8.2	8.6	6.4	19.4	4.0
150 to 499	2.8	1.1	2.2	1.3	0.9	6.8	8.4	3.8	9.2	1.6
500 to 749	2.1	1.3	3.1	0.4	1.3	9.5	7.1	5.8	7.9	2.1
750 or more	9.9	6.6	8.9	2.1	2.3	10.0	15.1	9.6	13.0	4.1
Rural/small town	3.4	5.2	2.4	1.5	1.1	10.4	12.3	9.0	15.1	2.6
School level										
Elementary	1.1	0.4	0.6	0.1	0.7	9.6	8.7	6.4	16.0	1.9
Secondary	8.3	16.3	6.4	4.6	2.0	12.5	19.8	14.8	12.9	3.8
Combined	4.7	5.9	3.5	1.2	2.2	11.4	18.3	11.2	16.4	3.6
Minority enrollment										
Less than 20%	2.4	5.4	2.0	1.1	0.8	7.6	8.7	7.3	10.3	1.7
20% or more	5.7	5.0	3.5	2.5	2.0	17.5	21.2	13.4	26.6	4.4
School size										
Less than 150	3.6	7.9	3.0	3.0	1.2	8.5	13.4	8.1	15.7	2.1
150 to 499	2.5	4.2	1.6	0.9	1.0	10.5	11.8	7.7	15.3	2.4
500 to 749	3.4	4.4	2.2	1.4	0.9	12.0	11.6	10.7	14.9	2.6
750 or more	7.4	8.4	6.1	2.0	2.2	11.0	15.3	14.9	13.3	3.5

Table 6.3—Percentage of principals who perceived certain issues as serious problems in their schools, by selected school characteristics: 1993–94—Continued

	Student absen-teeism	Use of alcohol	Tardi-ness	Drug abuse	Verbal abuse of teachers	Students unpre-pared to learn	Lack of parent involve-ment	Student apathy	Poverty	Student disre-spect for teachers
PRIVATE	0.6	1.5	1.7	0.8	1.3	2.0	3.1	1.8	3.4	1.6
Central city	1.0	1.4	3.4	0.8	1.9	2.7	4.5	3.2	4.8	2.8
School level										
Elementary	0.0	0.0	2.2	0.0	—	1.6	3.5	1.5	4.0	1.2
Secondary	4.7	10.6	8.6	5.4	—	5.0	9.2	8.9	7.9	—
Combined	—	1.3	—	—	4.4	5.4	4.6	6.1	5.1	5.4
Minority enrollment										
Less than 20%	—	1.5	1.4	0.2	—	0.3	0.4	1.8	0.4	1.8
20% or more	1.4	1.6	3.9	1.6	1.9	5.8	8.6	5.3	9.2	4.0
School size										
Less than 150	—	1.8	2.3	1.9	2.8	5.0	6.3	5.6	5.7	4.2
150 to 499	—	0.5	3.4	—	1.0	2.0	2.9	2.6	4.5	2.0
500 to 749	—	4.1	—	—	—	0.0	—	0.0	—	—
750 or more	—	6.7	—	—	0.0	0.0	—	0.0	—	0.0
Urban fringe/large town	0.4	0.7	0.9	0.1	1.4	1.0	2.4	1.2	3.0	1.0
School level										
Elementary	0.0	—	0.8	—	—	—	1.1	—	2.1	—
Secondary	0.0	2.9	—	0.0	—	1.2	2.0	3.7	4.3	—
Combined	1.3	1.1	0.7	—	5.2	2.1	5.6	2.1	4.6	3.5
Minority enrollment										
Less than 20%	0.2	0.8	0.5	—	—	0.5	1.0	0.1	—	—
20% or more	0.6	0.3	1.6	—	5.0	2.3	5.3	4.0	8.8	3.5
School size										
Less than 150	0.7	0.5	0.3	0.2	2.3	2.1	3.6	1.8	4.2	2.1
150 to 499	0.0	—	1.4	0.0	—	—	1.4	1.0	2.2	—
500 to 749	0.0	—	0.0	0.0	0.0	—	0.0	0.0	0.0	0.0
750 or more	—	7.5	—	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Rural/small town	0.2	2.6	0.2	1.7	0.5	2.2	1.9	0.6	2.1	0.4
School level										
Elementary	0.0	0.0	0.0	0.0	0.0	1.8	0.6	—	2.5	—
Secondary	—	27.2	—	—	—	0.0	2.7	—	6.5	0.0
Combined	—	—	—	—	1.2	3.7	3.8	0.7	0.7	1.0
Minority enrollment										
Less than 20%	—	1.1	—	0.0	—	2.2	1.5	—	0.8	0.4
20% or more	—	—	—	16.9	1.5	3.8	6.8	4.5	12.4	—
School size										
Less than 150	0.3	2.5	0.3	2.4	0.2	3.0	2.7	0.6	2.1	0.2
150 to 499	0.0	2.9	0.0	0.0	—	—	—	0.0	2.1	—
500 to 749	—	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

Table 6.4—Percentage of principals who thought that various groups or persons had a great deal of influence on decisions about establishing curriculum, by selected school characteristics: 1993–94

	State Dept of Education	School district staff	School or Governing Board	Principal	Teachers	Curric-ulum specialists	Librar-ians or media specialists	Parent asso-ciation
TOTAL	(*)	(*)	39.1	61.1	64.1	37.5	13.4	9.4
PUBLIC	64.9	64.0	39.6	53.9	61.5	39.9	14.1	9.3
Central city	66.0	66.8	46.3	48.7	53.1	40.2	13.1	11.3
School level								
Elementary	66.7	67.4	46.4	47.9	51.0	41.3	13.8	12.1
Secondary	64.2	64.3	45.9	50.7	59.1	39.0	11.4	9.4
Combined	52.4	68.4	34.4	63.2	69.8	37.1	6.0	14.7
Minority enrollment								
Less than 20%	57.0	66.3	42.7	48.9	60.9	45.7	14.7	10.6
20% or more	68.8	67.1	47.0	48.9	50.4	39.0	12.6	12.1
School size								
Less than 150	48.2	59.2	32.9	64.5	72.1	38.6	5.8	9.7
150 to 499	65.6	71.8	50.1	50.3	53.9	44.9	14.4	12.9
500 to 749	67.5	62.8	40.2	43.8	47.8	36.4	13.8	11.7
750 or more	68.1	66.1	49.2	49.2	53.5	40.0	12.1	10.4
Urban fringe/large town	64.8	69.6	42.6	53.7	63.7	46.5	14.2	10.5
School level								
Elementary	66.4	70.8	43.1	52.8	63.3	47.2	15.0	11.3
Secondary	59.0	64.3	39.2	54.6	64.1	43.5	11.3	8.7
Combined	62.9	69.5	43.9	60.6	65.7	44.7	10.9	14.6
Minority enrollment								
Less than 20%	59.5	70.0	40.1	54.9	68.1	46.9	15.6	10.4
20% or more	71.1	68.5	44.9	51.6	57.8	45.6	12.3	11.3
School size								
Less than 150	47.0	68.2	22.0	60.7	73.4	27.5	7.9	7.8
150 to 499	60.4	68.5	45.0	56.2	63.9	48.9	14.9	10.3
500 to 749	69.9	72.1	41.7	49.0	63.4	49.1	14.8	12.2
750 or more	68.8	67.4	42.8	52.7	60.8	42.8	13.2	10.5
Rural/small town	64.4	59.4	34.6	56.5	64.5	36.1	14.5	7.6
School level								
Elementary	64.8	59.2	33.1	54.2	62.2	38.2	15.4	7.9
Secondary	63.2	59.2	37.9	62.2	69.6	32.5	12.5	7.0
Combined	67.0	51.5	36.6	55.1	55.4	31.4	13.8	7.9
Minority enrollment								
Less than 20%	61.7	60.3	34.0	57.3	67.2	35.1	14.2	7.2
20% or more	71.0	55.4	36.3	54.6	56.5	38.8	15.1	8.6
School size								
Less than 150	60.0	61.6	34.2	62.0	69.0	28.1	12.2	9.2
150 to 499	64.9	58.6	34.2	54.3	62.9	35.7	14.1	6.8
500 to 749	65.7	57.4	35.6	57.8	62.9	40.2	17.5	9.6
750 or more	66.9	58.4	36.2	57.1	64.3	45.3	14.8	6.1

Table 6.4—Percentage of principals who thought that various groups or persons had a great deal of influence on decisions about establishing curriculum, by selected school characteristics: 1993–94—Continued

	School or Governing Board	Principal	Teachers	Curriculum specialists	Librarians or media specialists	Parent association
PRIVATE	37.5	84.1	72.1	29.7	11.2	9.9
Central city	38.4	86.6	72.1	30.8	12.8	9.6
School level						
Elementary	42.5	84.7	73.5	31.3	13.1	9.7
Secondary	19.5	91.3	71.9	30.6	14.3	2.4
Combined	31.2	89.5	75.4	25.2	8.9	12.1
Minority enrollment						
Less than 20%	32.5	87.4	79.3	29.3	12.4	9.7
20% or more	41.6	86.0	68.2	30.0	11.8	9.4
School size						
Less than 150	32.7	85.7	68.7	22.6	4.8	12.0
150 to 499	42.0	86.0	77.5	33.0	16.8	8.7
500 to 749	33.5	93.7	77.1	44.3	18.8	5.2
750 or more	25.4	93.1	75.4	36.6	17.9	—
Urban fringe/large town	33.5	86.0	75.2	35.7	13.3	11.0
School level						
Elementary	37.9	88.5	76.5	36.9	14.1	10.8
Secondary	23.4	81.8	78.4	40.0	15.5	5.4
Combined	25.4	81.0	72.3	30.4	9.6	12.7
Minority enrollment						
Less than 20%	31.0	88.1	76.9	34.7	12.7	9.6
20% or more	38.0	80.9	72.7	37.3	14.0	13.1
School size						
Less than 150	25.2	83.1	74.2	30.8	9.6	13.5
150 to 499	42.6	88.5	77.2	38.8	16.1	8.1
500 to 749	28.8	86.0	75.7	43.7	14.9	8.7
750 or more	22.9	92.2	75.8	51.6	22.3	7.3
Rural/small town	41.2	78.3	68.5	20.7	6.2	9.2
School level						
Elementary	42.1	71.3	71.7	24.0	7.6	8.9
Secondary	19.4	88.9	83.7	22.0	9.9	5.6
Combined	42.0	82.9	64.9	14.2	4.1	11.1
Minority enrollment						
Less than 20%	41.3	75.9	68.4	19.7	6.4	9.9
20% or more	31.1	91.1	82.9	20.6	5.4	6.0
School size						
Less than 150	38.3	74.6	68.0	14.4	3.5	8.3
150 to 499	47.6	86.3	74.4	34.8	13.9	13.4
500 to 749	—	—	—	—	—	—
750 or more	—	—	—	—	—	—

—Too few cases for a reliable estimate.

*Private school principals were not asked about the influence of State Department of Education or school district staff.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

Table 6.5—Percentage of principals who thought that they had a great deal of influence on decisions about various school activities: 1993–94

	Setting discipline policy	Content of in-service training	Hiring full-time teachers	School budget decisions	Teacher evaluation
TOTAL	88.8	76.2	86.1	68.5	94.5
PUBLIC	86.9	72.4	84.6	63.5	94.5
Central city	83.1	71.7	76.9	61.9	92.9
School level					
Elementary	82.7	72.1	76.9	61.1	93.2
Secondary	83.6	70.6	78.7	63.4	91.7
Combined	82.9	74.5	80.1	72.0	90.0
Minority enrollment					
Less than 20%	86.4	71.1	83.3	59.2	92.9
20% or more	81.7	72.1	75.3	62.8	92.8
School size					
Less than 150	89.9	80.5	88.8	75.6	94.8
150 to 499	81.2	70.9	77.5	56.4	93.4
500 to 749	82.6	73.8	75.1	65.2	92.0
750 or more	84.3	69.2	76.9	63.3	92.6
Urban fringe/large town	87.1	74.1	85.6	68.0	96.0
School level					
Elementary	86.0	74.2	83.7	67.7	96.0
Secondary	89.5	71.5	90.2	69.0	95.7
Combined	84.6	76.0	87.8	71.7	96.9
Minority enrollment					
Less than 20%	87.3	70.3	86.9	65.9	96.8
20% or more	86.1	77.8	83.2	70.8	94.8
School size					
Less than 150	92.2	81.9	80.4	78.5	98.9
150 to 499	86.3	72.6	81.1	65.5	96.8
500 to 749	87.6	76.4	88.8	68.8	95.2
750 or more	85.2	70.3	88.2	69.2	94.8
Rural/small town	88.7	71.8	87.7	61.7	94.5
School level					
Elementary	86.6	71.6	87.2	64.3	94.3
Secondary	92.4	72.6	89.7	55.6	96.2
Combined	87.8	72.2	81.3	62.2	93.5
Minority enrollment					
Less than 20%	89.1	71.8	87.7	60.3	95.5
20% or more	86.6	72.3	87.5	65.0	93.1
School size					
Less than 150	88.4	72.1	84.1	55.8	94.1
150 to 499	87.2	71.5	86.6	61.1	94.6
500 to 749	90.4	72.4	91.6	65.3	94.1
750 or more	90.6	73.1	91.9	68.0	98.4

Table 6.5—Percentage of principals who thought that they had a great deal of influence on decisions about various school activities: 1993–94—Continued

	Setting discipline policy	Content of in-service training	Hiring full-time teachers	School budget decisions	Teacher evaluation
PRIVATE	95.0	88.4	90.9	84.3	94.6
Central city	95.6	91.5	93.7	85.0	96.5
School level					
Elementary	95.3	91.5	93.2	88.4	97.5
Secondary	96.8	93.2	96.8	82.7	98.9
Combined	94.8	90.9	93.8	83.3	93.5
Minority enrollment					
Less than 20%	95.0	92.7	93.5	84.2	96.4
20% or more	95.6	90.4	94.0	88.7	96.9
School size					
Less than 150	93.0	87.6	88.9	81.8	93.9
150 to 499	96.9	94.6	97.0	89.2	98.4
500 to 749	96.9	93.6	96.8	92.4	98.2
750 or more	98.2	92.4	100.0	89.2	99.4
Urban fringe/large town	96.3	91.9	94.3	88.3	97.4
School level					
Elementary	97.5	91.2	93.6	90.1	96.9
Secondary	97.6	92.6	97.4	88.9	98.4
Combined	95.5	94.2	95.9	86.3	98.0
Minority enrollment					
Less than 20%	97.3	92.1	94.7	89.1	97.4
20% or more	96.4	92.1	94.4	88.6	97.1
School size					
Less than 150	95.4	88.9	91.9	88.1	96.0
150 to 499	98.5	95.4	96.7	90.2	98.4
500 to 749	98.5	92.7	100.0	89.3	100.0
750 or more	98.6	93.5	97.9	84.4	97.1
Rural/small town	92.4	79.5	82.6	78.2	88.6
School level					
Elementary	93.4	75.5	80.4	77.6	85.2
Secondary	97.1	95.9	97.7	89.3	98.1
Combined	90.4	78.4	81.4	78.2	90.1
Minority enrollment					
Less than 20%	91.9	77.4	80.9	77.4	87.4
20% or more	97.6	86.4	93.9	90.4	95.9
School size					
Less than 150	91.0	72.9	77.2	74.6	84.9
150 to 499	96.5	94.0	96.7	91.3	98.0
500 to 749	—	—	—	—	—
750 or more	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

Table 6.6—Percentage of teachers who thought that they had a great deal of influence on certain policies, by selected school characteristics: 1993–94

	Setting discipline policy	Content of in-service training	Hiring full-time teachers	School budget decisions	Teacher evaluation	Establishing curriculum
TOTAL	38.0	31.2	8.1	9.6	3.4	37.1
PUBLIC	34.9	30.6	8.1	10.1	2.7	34.3
Central city	32.1	30.1	7.7	12.2	2.5	27.6
School level						
Elementary	36.6	32.0	9.1	14.4	2.5	26.4
Secondary	21.8	25.8	5.5	7.8	2.6	30.6
Combined	35.5	35.0	7.6	11.1	2.9	36.5
Minority enrollment						
Less than 20%	36.0	35.3	8.4	12.5	3.1	34.2
20% or more	30.6	28.5	7.8	12.1	2.4	25.9
School size						
Less than 150	48.3	32.3	6.4	14.8	2.4	44.5
150 to 499	39.2	34.8	10.2	14.2	2.4	29.4
500 to 749	35.2	31.1	7.3	12.7	2.0	24.8
750 or more	25.3	27.0	7.2	10.7	3.0	28.4
Urban fringe/large town	34.8	31.5	8.8	11.2	2.9	33.6
School level						
Elementary	40.3	32.8	10.2	13.4	2.9	31.5
Secondary	24.6	29.3	6.4	7.9	3.1	37.4
Combined	35.2	26.5	6.0	7.5	4.2	39.3
Minority enrollment						
Less than 20%	36.9	32.4	10.1	10.8	3.3	36.9
20% or more	32.2	30.3	7.3	12.1	2.6	29.8
School size						
Less than 150	49.9	36.9	13.8	19.9	7.4	49.3
150 to 499	40.1	31.5	8.8	11.7	3.1	34.3
500 to 749	41.3	34.3	11.9	14.7	3.2	31.6
750 or more	26.8	29.4	6.6	8.7	2.6	34.3
Rural/small town	36.8	30.3	7.8	7.9	2.6	39.5
School level						
Elementary	41.9	30.6	8.8	8.4	2.2	39.0
Secondary	28.6	29.7	6.2	6.6	3.2	41.5
Combined	35.7	31.5	9.8	9.8	3.1	35.7
Minority enrollment						
Less than 20%	38.2	30.3	8.0	7.2	2.5	41.8
20% or more	34.1	30.3	7.8	9.3	2.8	35.2
School size						
Less than 150	48.5	36.1	5.8	7.2	5.0	49.1
150 to 499	40.8	30.0	7.7	8.4	2.4	41.3
500 to 749	36.6	30.2	8.8	8.3	2.3	39.1
750 or more	26.9	29.3	8.0	6.4	2.7	35.0

Table 6.6—Percentage of teachers who thought that they had a great deal of influence on certain policies, by selected school characteristics: 1993–94—Continued

	Setting discipline policy	Content of in-service training	Hiring full-time teachers	School budget decisions	Teacher evaluation	Establishing curriculum
PRIVATE	59.2	35.3	8.4	6.2	8.5	55.7
Central city	56.8	34.7	9.4	6.1	9.2	54.4
School level						
Elementary	61.2	33.8	8.3	4.2	6.9	50.8
Secondary	42.9	32.5	8.8	6.4	11.4	52.4
Combined	58.2	37.1	10.5	8.4	12.2	58.7
Minority enrollment						
Less than 20%	58.7	34.6	8.4	5.4	8.5	55.9
20% or more	53.7	34.5	9.9	6.5	10.8	49.9
School size						
Less than 150	63.0	36.0	10.1	6.1	8.3	55.1
150 to 499	59.1	33.1	9.0	4.7	8.1	51.9
500 to 749	52.1	34.6	8.8	6.5	10.3	54.8
750 or more	45.6	37.7	8.1	9.0	14.4	55.8
Urban fringe/large town	59.4	34.8	7.7	5.8	8.5	55.6
School level						
Elementary	65.7	34.5	6.4	5.5	5.6	53.1
Secondary	44.5	34.8	9.2	6.8	10.9	60.9
Combined	54.0	32.7	8.9	5.5	11.0	56.1
Minority enrollment						
Less than 20%	60.1	33.5	7.4	5.4	8.1	56.8
20% or more	54.6	35.4	7.9	6.5	8.0	51.3
School size						
Less than 150	63.9	38.5	9.0	7.7	10.0	58.6
150 to 499	61.4	34.7	6.6	5.5	6.9	55.4
500 to 749	54.1	31.9	9.9	4.9	9.7	52.2
750 or more	38.5	24.3	7.6	3.6	9.2	52.0
Rural/small town	64.5	37.6	7.8	7.2	7.2	59.1
School level						
Elementary	73.3	38.8	6.4	6.2	5.1	57.0
Secondary	52.1	35.2	11.4	10.0	13.7	61.9
Combined	58.8	38.9	8.6	6.7	7.2	61.3
Minority enrollment						
Less than 20%	64.8	39.0	7.7	6.8	6.8	59.6
20% or more	59.9	32.2	11.0	8.6	10.6	58.2
School size						
Less than 150	72.5	45.1	10.1	9.1	8.2	61.3
150 to 499	62.1	31.3	5.4	4.8	6.0	58.8
500 to 749	42.8	41.0	6.1	5.6	10.4	57.8
750 or more	31.0	34.4	16.8	—	4.9	49.6

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table 6.7—Percentage of teachers who were highly satisfied with various aspects of their working conditions, by selected school characteristics: 1993–94

	Administrative support and leadership	Buffering and enforcement of rules	Cooperation among staff	Adequacy of resources	Overall satisfaction
TOTAL	31.6	23.5	32.4	10.4	14.4
PUBLIC	29.1	19.0	29.4	8.2	11.2
Central city	28.7	14.2	27.4	5.9	9.4
School level					
Elementary	33.5	17.6	33.3	5.6	11.9
Secondary	19.4	7.3	15.8	6.2	4.6
Combined	29.1	14.6	27.4	7.8	10.6
Minority enrollment					
Less than 20%	30.3	20.3	30.1	7.0	12.2
20% or more	28.5	12.4	26.9	5.5	8.7
School size					
Less than 150	32.8	18.0	38.7	13.1	14.3
150 to 499	35.3	20.2	36.1	7.4	14.9
500 to 749	32.2	17.4	34.2	5.3	11.0
750 or more	23.4	9.1	18.7	5.1	5.6
Urban fringe/large town	29.8	21.3	30.5	9.4	12.2
School level					
Elementary	35.3	27.5	39.6	10.0	16.1
Secondary	20.6	11.5	15.3	8.4	5.8
Combined	26.8	15.2	22.3	8.8	9.8
Minority enrollment					
Less than 20%	31.3	26.2	32.2	11.7	14.7
20% or more	28.5	16.2	29.3	6.7	9.7
School size					
Less than 150	31.9	22.2	37.1	13.5	11.9
150 to 499	33.6	28.3	39.1	13.0	17.0
500 to 749	36.6	28.1	40.1	10.3	17.1
750 or more	23.5	13.5	19.7	6.7	6.6
Rural/small town	28.7	20.6	29.9	8.9	11.7
School level					
Elementary	32.2	25.4	36.8	9.0	14.6
Secondary	22.8	13.2	18.5	8.2	7.0
Combined	26.9	16.1	25.6	11.8	10.4
Minority enrollment					
Less than 20%	26.9	22.9	29.3	9.6	11.8
20% or more	32.4	15.9	31.1	7.1	11.4
School size					
Less than 150	30.7	26.9	37.3	14.0	16.2
150 to 499	30.0	23.2	34.1	9.3	13.6
500 to 749	30.2	21.4	29.3	8.4	12.0
750 or more	23.9	13.4	20.4	7.1	6.6

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Table 6.7—Percentage of teachers who were highly satisfied with various aspects of their working conditions, by selected school characteristics: 1993–94—Continued

	Administrative support and leadership	Buffering and enforcement of rules	Cooperation among staff	Adequacy of resources	Overall satisfaction
PRIVATE	48.5	53.6	53.2	25.5	36.2
Central city	47.8	53.4	51.4	25.9	35.2
School level					
Elementary	49.6	52.4	54.7	22.3	35.2
Secondary	36.2	47.7	35.6	23.1	24.8
Combined	51.4	58.1	57.2	32.9	41.8
Minority enrollment					
Less than 20%	49.6	57.5	53.5	28.6	38.5
20% or more	44.3	46.6	48.9	21.2	30.0
School size					
Less than 150	53.9	53.0	61.1	28.4	39.9
150 to 499	46.3	51.6	51.5	24.1	33.8
500 to 749	52.2	59.1	49.2	25.6	37.3
750 or more	39.5	52.5	44.0	28.2	31.9
Urban fringe/large town	47.4	52.8	53.4	23.2	35.5
School level					
Elementary	50.9	57.6	60.4	22.9	38.7
Secondary	38.7	45.4	36.0	21.7	26.4
Combined	42.7	45.4	47.7	23.9	32.2
Minority enrollment					
Less than 20%	46.9	54.5	52.9	23.4	35.2
20% or more	44.8	45.1	51.2	21.9	33.2
School size					
Less than 150	45.6	45.0	57.0	27.9	36.6
150 to 499	48.2	53.8	54.6	21.6	36.1
500 to 749	40.2	54.9	46.3	22.0	28.3
750 or more	45.0	53.0	39.0	22.1	30.2
Rural/small town	52.3	55.6	56.8	28.7	39.9
School level					
Elementary	55.1	56.5	60.7	22.0	40.4
Secondary	37.0	42.2	35.0	22.2	22.7
Combined	54.2	56.9	61.0	38.5	45.4
Minority enrollment					
Less than 20%	52.7	55.5	58.2	28.6	40.6
20% or more	45.6	45.9	45.9	28.7	32.5
School size					
Less than 150	62.8	60.7	69.2	35.4	53.3
150 to 499	44.9	52.0	48.4	22.3	29.3
500 to 749	40.3	38.8	46.4	25.4	21.6
750 or more	27.8	36.1	29.9	27.6	29.5

NOTE: In the corresponding table (table 6.1) in the 1987–88 version of this report the columns were mislabeled and one column was miscomputed. Contact the National Data Resource Center at NCES for a corrected copy of the 1987–88 table. See Technical Notes (Appendix C) for a description of how these variables were developed.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table 6.8—Percentage distribution of teachers by reported likelihood of becoming a teacher again, by selected school characteristics: 1993–94

	Certainly would become teacher	Probably would become teacher	Chances even	Probably would not become teacher	Certainly would not become teacher
TOTAL	39.8	26.1	16.2	12.9	5.1
PUBLIC	38.0	26.0	16.7	13.8	5.5
Central city	36.3	23.7	17.9	15.3	6.9
School level					
Elementary	37.9	23.8	17.4	14.5	6.4
Secondary	33.2	24.3	18.1	17.0	7.4
Combined	39.3	24.2	16.6	13.1	6.8
Minority enrollment					
Less than 20%	38.5	24.2	18.1	14.0	5.2
20% or more	35.8	23.9	17.5	15.7	7.2
School size					
Less than 150	34.7	32.1	18.1	11.0	4.0
150 to 499	40.8	24.1	17.1	11.8	6.2
500 to 749	36.7	24.2	17.1	16.1	5.9
750 or more	33.9	23.4	18.2	16.8	7.6
Urban fringe/large town	39.8	26.5	15.8	13.3	4.6
School level					
Elementary	42.5	26.3	14.9	12.4	3.9
Secondary	34.6	27.5	17.3	15.0	5.6
Combined	42.3	20.8	15.9	14.1	6.9
Minority enrollment					
Less than 20%	41.3	26.5	15.8	12.8	3.6
20% or more	37.8	26.7	15.8	14.0	5.7
School size					
Less than 150	49.2	22.0	15.7	9.6	3.5
150 to 499	45.3	26.5	13.5	11.3	3.4
500 to 749	40.3	25.7	16.1	13.9	3.9
750 or more	35.9	27.4	16.9	14.2	5.7
Rural/small town	37.8	27.3	16.6	13.1	5.3
School level					
Elementary	40.0	28.4	14.7	12.1	4.8
Secondary	33.6	25.8	19.2	15.1	6.2
Combined	38.7	25.5	16.7	13.4	5.8
Minority enrollment					
Less than 20%	38.8	27.7	16.2	12.9	4.5
20% or more	35.2	26.7	16.9	14.0	7.2
School size					
Less than 150	38.8	27.7	17.6	12.9	3.0
150 to 499	38.3	27.6	16.2	12.8	5.2
500 to 749	38.9	26.8	16.1	13.0	5.1
750 or more	34.8	27.4	16.9	14.4	6.5

Table 6.8—Percentage distribution of teachers by reported likelihood of becoming a teacher again, by selected school characteristics: 1993–94—Continued

	Certainly would become teacher	Probably would become teacher	Chances even	Probably would not become teacher	Certainly would not become teacher
PRIVATE	52.1	26.3	12.7	6.8	2.1
Central city	51.4	27.0	12.3	6.9	2.3
School level					
Elementary	54.0	25.0	11.4	7.5	2.1
Secondary	50.5	24.9	12.4	8.1	4.1
Combined	48.2	32.0	13.2	4.5	2.2
Minority enrollment					
Less than 20%	51.5	27.8	11.4	6.9	2.4
20% or more	51.7	25.9	13.1	6.5	2.8
School size					
Less than 150	59.4	23.4	9.5	5.8	1.9
150 to 499	49.9	26.6	13.3	7.3	2.9
500 to 749	50.1	29.5	12.6	6.1	1.7
750 or more	49.8	30.4	10.5	6.5	2.8
Urban fringe/large town	53.5	25.6	12.6	6.3	1.9
School level					
Elementary	54.3	24.7	13.7	6.0	1.3
Secondary	49.6	27.8	11.4	7.5	3.7
Combined	53.5	26.7	12.2	5.7	1.9
Minority enrollment					
Less than 20%	53.5	26.1	12.8	5.9	1.8
20% or more	52.4	25.1	13.0	7.1	2.4
School size					
Less than 150	52.0	27.6	12.8	5.4	2.2
150 to 499	54.1	24.2	13.2	7.2	1.3
500 to 749	49.8	30.5	13.5	3.5	2.8
750 or more	54.7	25.9	10.6	5.2	3.6
Rural/small town	50.8	26.0	13.8	7.5	1.9
School level					
Elementary	52.2	26.0	13.1	6.1	2.5
Secondary	42.5	30.3	12.9	13.0	1.3
Combined	53.2	23.1	15.1	7.6	1.1
Minority enrollment					
Less than 20%	51.4	24.7	14.2	7.8	1.8
20% or more	48.6	31.5	11.2	7.2	1.5
School size					
Less than 150	56.8	23.0	13.5	5.0	1.7
150 to 499	48.3	28.3	13.7	7.7	2.0
500 to 749	38.7	26.9	17.1	16.7	—
750 or more	38.7	20.1	14.1	25.0	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table 6.9—Percentage distribution of teachers and principals by plans to remain teachers or principals, respectively, by selected school characteristics: 1993–94

	Plans to remain teacher					Plans to remain principal				
	As long as able	Until eligible to retire	Probably will continue	Definitely plan to leave	Un-decided	As long as able	Until eligible to retire	Probably will continue	Definitely plan to leave	Un-decided
TOTAL	34.7	29.6	10.3	4.0	21.4	36.5	19.7	13.7	2.7	27.4
PUBLIC	32.6	32.2	10.0	4.2	21.0	31.8	23.1	15.5	2.7	26.9
Central city	31.5	31.8	10.3	4.9	21.5	33.5	21.2	16.3	2.6	26.4
School level										
Elementary	33.3	29.9	9.9	4.7	22.2	33.7	21.2	16.7	2.3	26.1
Secondary	28.6	35.6	10.5	5.1	20.2	33.9	22.2	14.0	2.9	27.0
Combined	37.4	26.9	10.5	3.7	21.6	34.1	18.1	15.6	3.0	29.2
Minority enrollment										
Less than 20%	30.4	36.2	9.6	2.9	20.8	31.6	20.1	17.9	2.1	28.3
20% or more	32.4	30.2	10.3	5.4	21.8	34.5	21.6	15.6	2.5	25.7
School size										
Less than 150	38.0	25.8	13.8	3.4	19.0	32.3	19.5	15.9	12.9	19.4
150 to 499	35.0	31.6	8.8	4.0	20.6	32.8	22.2	15.3	2.3	27.3
500 to 749	31.3	32.1	11.1	4.6	20.9	35.6	20.1	17.6	1.4	25.3
750 or more	30.3	31.6	10.1	5.5	22.5	33.4	21.5	15.9	1.4	27.7
Urban fringe/large town	34.8	31.0	9.1	4.3	20.9	33.5	22.3	13.2	2.3	28.8
School level										
Elementary	36.5	30.4	8.3	3.9	21.0	34.0	23.0	11.7	2.1	29.2
Secondary	30.9	33.0	10.3	4.9	20.8	31.6	21.8	16.1	3.0	27.5
Combined	34.1	30.5	7.8	7.0	20.7	35.8	23.4	22.4	2.9	15.5
Minority enrollment										
Less than 20%	35.1	32.8	8.3	3.5	20.3	33.1	23.8	11.8	2.8	28.6
20% or more	33.7	29.5	9.8	5.3	21.7	34.0	21.5	14.3	1.7	28.6
School size										
Less than 150	37.6	27.5	13.0	1.5	20.4	31.1	29.8	14.5	—	23.3
150 to 499	38.2	29.9	6.7	2.7	22.5	32.6	27.4	10.3	2.8	27.0
500 to 749	35.2	31.7	8.4	4.4	20.3	32.0	18.1	15.7	1.1	33.1
750 or more	31.8	31.9	10.6	5.2	20.5	37.3	19.8	13.1	3.2	26.6
Rural/small town	31.5	33.4	10.7	3.7	20.7	30.1	24.5	16.3	3.1	26.1
School level										
Elementary	33.6	32.7	9.7	3.3	20.7	30.5	23.1	16.5	3.1	26.7
Secondary	28.3	34.4	12.3	4.4	20.6	29.8	27.9	15.6	3.5	23.2
Combined	34.1	30.1	9.6	3.8	22.4	26.4	27.7	18.5	1.6	25.8
Minority enrollment										
Less than 20%	32.2	33.1	10.3	3.4	21.0	29.8	24.3	16.4	3.3	26.2
20% or more	30.7	33.4	11.4	4.5	20.0	30.9	25.6	16.3	2.7	24.4
School size										
Less than 150	33.0	27.9	13.1	2.8	23.1	32.1	22.1	15.9	4.6	25.2
150 to 499	31.9	33.8	10.5	3.5	20.4	28.6	26.2	16.3	2.8	26.1
500 to 749	32.1	32.9	10.0	4.1	20.8	31.6	23.0	18.2	3.0	24.2
750 or more	30.7	33.8	10.8	4.2	20.6	32.4	23.6	14.2	2.7	27.1

Table 6.9—Percentage distribution of teachers and principals by plans to remain teachers or principals, respectively, by selected school characteristics: 1993–94—Continued

	Plans to remain teacher					Plans to remain principal				
	As long as able	Until eligible to retire	Probably will continue	Definitely plan to leave	Un-decided	As long as able	Until eligible to retire	Probably will continue	Definitely plan to leave	Un-decided
PRIVATE	49.0	11.9	11.7	2.8	24.6	51.5	8.8	7.9	2.7	29.0
Central city	48.9	11.7	11.3	3.5	24.6	54.3	8.0	7.8	3.2	26.7
School level										
Elementary	50.8	10.5	10.0	2.5	26.3	50.4	10.1	7.2	3.2	29.1
Secondary	48.2	14.3	13.3	3.4	20.8	52.2	5.7	7.1	3.1	31.9
Combined	47.1	11.7	11.9	4.8	24.5	58.5	5.2	9.6	3.8	22.9
Minority enrollment										
Less than 20%	49.3	11.2	10.9	3.2	25.4	51.4	9.8	7.1	3.6	28.1
20% or more	49.0	12.2	11.7	3.6	23.5	54.1	6.8	8.5	3.1	27.5
School size										
Less than 150	51.8	8.5	9.3	1.6	28.7	50.8	8.0	8.8	3.6	28.8
150 to 499	48.6	11.4	11.5	4.1	24.5	55.0	9.4	5.3	3.2	27.0
500 to 749	48.9	12.4	11.1	1.8	25.8	46.6	4.9	17.6	3.2	27.8
750 or more	48.4	15.2	12.5	4.4	19.5	56.2	4.5	10.9	2.0	26.4
Urban fringe/large town	50.8	12.5	11.0	2.3	23.4	54.2	8.9	8.7	2.6	25.7
School level										
Elementary	52.1	12.5	10.4	2.2	22.8	50.5	8.4	8.2	2.3	30.5
Secondary	47.5	16.3	11.3	3.4	21.6	51.7	8.9	9.0	0.8	29.7
Combined	50.8	10.3	11.4	1.7	25.7	60.7	7.9	11.1	4.6	15.7
Minority enrollment										
Less than 20%	51.2	12.7	10.1	2.2	23.8	52.4	10.0	8.7	2.4	26.6
20% or more	49.9	12.2	13.1	2.6	22.2	55.2	4.7	9.9	3.6	26.6
School size										
Less than 150	46.6	12.2	12.4	3.1	25.7	53.6	6.2	8.8	2.7	28.7
150 to 499	52.8	11.8	10.5	2.2	22.7	55.0	10.2	8.9	2.9	22.9
500 to 749	54.8	11.9	9.8	1.9	21.6	45.5	9.6	10.6	—	33.8
750 or more	44.2	18.2	11.1	1.6	24.9	28.7	13.6	12.8	4.0	40.9
Rural/small town	46.1	11.0	13.8	2.6	26.6	44.2	10.0	7.2	2.1	36.5
School level										
Elementary	47.5	11.0	12.3	3.5	25.7	38.2	8.2	11.4	2.0	40.2
Secondary	45.0	20.5	12.4	2.6	19.5	42.3	8.6	10.4	—	38.5
Combined	43.4	6.9	15.5	1.7	32.4	50.9	13.8	1.9	0.9	32.4
Minority enrollment										
Less than 20%	45.8	10.4	13.8	2.6	27.5	44.8	11.3	7.6	1.3	34.9
20% or more	42.8	14.2	12.6	3.5	26.9	34.8	3.8	6.5	1.9	53.1
School size										
Less than 150	47.2	8.1	11.4	2.5	30.8	41.8	9.9	6.9	1.2	40.2
150 to 499	45.0	12.7	15.2	3.3	23.7	49.5	12.5	8.4	1.4	28.3
500 to 749	31.9	5.2	18.2	—	44.5	—	—	—	—	—
750 or more	52.0	27.9	13.7	—	4.9	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

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CHAPTER 7 • TEACHER SUPPLY AND DEMAND

In the mid- to late-1980s, many predicted significant growth in the student population and insufficient growth in the teacher population to keep up with growing needs. Some were concerned that in order to staff increasing numbers of classrooms, schools would hire teachers less qualified than they otherwise would accept. However, the anticipated shortage was not evident, either generally or in specific teaching fields, from the Schools and Staffing Survey (SASS) indicators chosen for the 1987–88 or 1990–91 versions of this report.

This chapter presents 1993–94 versions of many of the indicators relevant to teacher supply, demand, and shortage that were presented previously. These indicators provide little evidence of a teacher shortage either in general or in specific fields in 1993–94. Very few public districts or private schools reported either that they had unfilled vacancies or that they offered teachers incentives to teach in fields of shortage. At the school level, small proportions of schools reported both that they had vacancies and that these vacancies were difficult or impossible to fill. However, about one-fifth of public districts and one-quarter of private schools reported that they offered teachers free training to enable them to teach in fields of current or anticipated shortage, suggesting that some administrators may have been anticipating shortages in particular fields.

Moreover, as more detailed analyses of the 1990–91 SASS data indicated, staffing inconsistencies could be identified in analyses that are beyond the scope of this report. For example, although schools did not report that they could not find qualified teachers to fill vacancies, other analyses of the 1990–91 SASS data indicated a significant amount of teaching out of field when a single standard of "teaching out of field" was applied across schools.[1] Additional analyses will be required to determine whether the problems of teachers working outside their fields of expertise persisted in 1993–94 and represented adaptation to teacher shortages in specific teaching fields. In general, the issue of teacher shortage must be examined from multiple perspectives and the incidence of teacher shortage can only be identified from patterns of findings across multiple indicators.

TEACHING VACANCIES AND WAYS OF FILLING THEM

In both public school districts and private schools only about 0.3 percent of teaching positions were left vacant or filled by a substitute teacher and another 0.2–0.3 percent of teaching positions were withdrawn because a qualified applicant could not be found.

The methods schools use to fill teaching vacancies may affect students' learning opportunities in important ways. If schools cannot fill vacancies with fully qualified teachers, and instead assign less than fully qualified teachers, short-term substitute teachers, teachers without expertise in the field in which they are assigned to teach, or teachers who already have a full course load, students may receive less effective instruction than they would receive from a fully qualified permanent teacher. If schools increase class sizes or cancel course offerings, students' chances to learn the material in those classes could be reduced or eliminated altogether. Therefore, in addition to determining whether teaching vacancies are common, it is important to examine how schools handle the vacancies that do occur.

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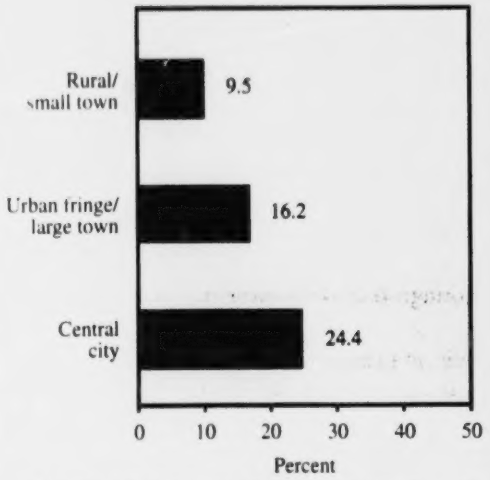
[1] For further information on teaching out of field, see U.S. Department of Education, National Center for Education Statistics, *Teacher Supply, Teacher Qualifications, and Teacher Turnover: 1990–91*, NCES 95-744 (Washington, D.C., 1995). For more information on teacher supply, see U.S. Department of Education, National Center for Education Statistics, *Teacher Supply in the United States: Sources of Newly Hired Teachers in Public and Private Schools, 1988–1991*, NCES 95-348 (Washington, D.C., 1995).

Neither public school districts nor private schools reported that they had much difficulty filling their teaching positions in 1993–94. A majority of schools were able to fill their vacant teaching positions with qualified teachers. In fact, in both public school districts and private schools only about 0.3 percent of teaching positions were left vacant or filled by a substitute teacher and another 0.2–0.3 percent of teaching positions were withdrawn because a qualified applicant could not be found (table 7.1).

Moreover, of those schools that had teaching vacancies in 1993–94, nearly 95 percent filled at least one of them by hiring a fully qualified teacher (table 7.2). Schools frequently have multiple vacancies, however, and in addition to hiring fully qualified teachers, schools could fill vacant positions in other ways. For example, schools could hire less than fully qualified teachers, cancel course offerings, expand class sizes, add sections to teachers' class loads, assign teachers to classes outside their subject areas or grade levels, assign administrators or counselors to teach classes, or use substitute teachers. Of these options, public schools with vacancies were most likely to fill them by using substitute teachers (12 percent), while private schools were most likely to hire less than fully qualified teachers (9 percent).

As noted above, substitute teachers, especially short-term substitutes, may be less able to provide the quality of instruction that permanent school faculty provide. Therefore, to the extent that schools use substitute teachers to cope with teaching vacancies, the students in these schools may be short-changed relative to students in schools with more permanent faculties. In 1993–94, the proportion of public schools that used substitutes to fill vacant teaching positions varied by community type, minority enrollment, and school size (table 7.2). Among public schools with vacancies, those in larger communities, with greater proportions of minority students, and with greater total enrollments, were more likely to use substitute teachers to fill them, compared with other types of public schools (figures 7.1 and 7.2).

Figure 7.1—Of public schools that had teaching vacancies, the percentage that reported using substitutes to fill at least one vacancy, by community type: 1993–94



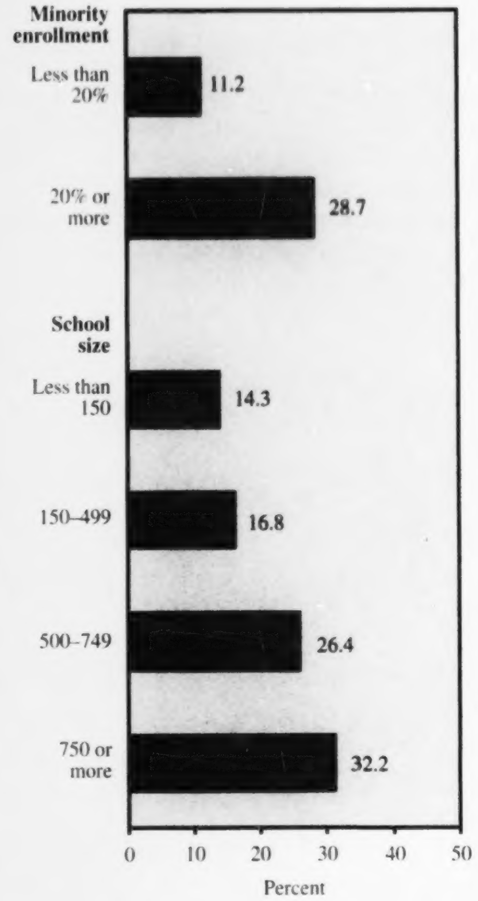
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

INDICATORS OF SHORTAGE IN VARIOUS TEACHING FIELDS

In 1993–94, about one-fifth of public school districts and one-quarter of private schools offered free teacher training to prepare teachers to teach in fields with current or anticipated shortages.

Although there was little evidence that schools found it difficult to fill teaching vacancies in gener-

Figure 7.2—Of central city public schools that had teaching vacancies, percentage that reported using substitutes to fill at least one vacancy, by minority enrollment and school size: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

al, it is possible that teachers who were qualified to teach in some fields were more scarce than those qualified in others. For example, in the 1980s, mathematics and science teachers were projected to be in short supply into the 1990s.[2] This section presents three indicators of teacher shortage in particular teaching fields: 1) whether public school districts or private schools offered various financial incentives for teachers to take assignments in less desirable locations or fields of shortage; 2) whether schools had vacancies in particular teaching fields and whether they found it very difficult or impossible to fill them with a qualified teacher; and 3) whether public districts and private schools provided staff with free training to teach in fields of shortage.

Use of Compensation Policies to Attract Teachers

The extent to which districts and schools use compensation policies to create incentives for teachers to accept positions that are difficult to fill indicates the degree to which they are experiencing shortages. As indicated in chapter 5, relatively few public school districts and private schools offered cash bonuses or salary increases for teaching in less desirable locations or fields of shortage. In SASS, public school districts were asked whether they offered pay incentives to teachers for teaching in less desirable locations. When public school districts were disaggregated by regions of the country, size, minority enrollment, and proportion of minority teachers, only in the South did more than 6 percent of districts offer these incentives (table 5.6).[3] Moreover, public school districts were about as likely to offer incentives for teaching in fields of shortage as for teaching in less desirable locations. Private schools were more likely than public school districts to offer each of the three types of incentives for teaching in fields of shortage.

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[2] Linda Darling-Hammond and Lisa Hudson, *Pre-College Science and Mathematics Teachers: Supply, Demand, and Quality*, (Santa Monica, CA: RAND Corporation, 1989); Dorothy M. Gifford and Ellen Tenenbaum, eds., *Precollege Science and Mathematics Teachers: Monitoring Supply, Demand, and Quality* (Washington, DC: National Academy Press, 1990).

[3] It is quite likely that districts in the South are more likely to offer incentives in part because they are less likely than districts elsewhere in the country to have collective bargaining agreements with teachers' unions.

Vacancies and Difficulty Filling Vacancies in Specific Teaching Fields

Information regarding the proportion of schools that experience vacancies in particular teaching fields also contributes to our understanding of supply and demand in those fields. As the data presented in tables 7.3a and b indicate, it was not uncommon for schools to report that they had vacancies in a number of teaching fields.[4] In fact, 87 percent of public and private schools reported vacancies in general elementary teaching positions, and another 30 to 53 percent reported vacancies in music, foreign languages, biology or life sciences, physical sciences, mathematics, English, or special education. Among public schools, larger schools were more likely than smaller schools to report vacancies in nearly all fields. Among private schools, the same trend was observed in English, mathematics, the physical sciences, life sciences, foreign languages, and business.

Vacancies alone, however, are not valid indicators of teacher shortage. If schools have little difficulty filling vacant positions, it would be difficult to claim a shortage of teachers no matter how many vacancies they had. For example, although about 87 percent of schools that employed elementary school teachers had at least one vacant elementary teaching position (table 7.3a and figure 7.3), only 3 percent of those schools that had elementary vacancies found them very difficult or impossible to fill (table 7.4a and figure 7.3). In other fields, schools were less likely to experience vacancies, but schools that had vacancies were more likely to report difficulty filling them. Approximately 20 to 29 percent of the schools with vacancies in special education, the physical sciences, ESL or bilingual education, foreign language, agriculture, trade and industry, and industrial arts found those vacancies very difficult or impossible to fill.

Schools were less likely to find it difficult to fill vacancies in special education in 1993–94 than they had been in 1990–91. In addition, public schools were less likely in 1993–94 than in 1990–91 to report that it was difficult or impossible to fill vacancies in bilingual education or ESL, and private schools were less likely to experience difficulty in mathematics, the physical sciences, and foreign languages.

Training Opportunities in Teaching Fields

Finally, districts and schools can compensate for current teacher shortages, or prepare for anticipated shortages, in particular fields by providing opportunities for teachers to become qualified to teach in those fields. Therefore, the proportion of districts or schools that offer these opportunities in specific fields provides an indication of the degree to which districts or schools perceive a real or potential shortage of qualified teachers in those fields. In 1993–94, about one-fifth of public school districts and one-quarter of private schools offered free teacher training in at least one teaching field (table 7.5).[5] Six to 12 percent of public school districts and 3 to 12 percent of private schools offered training opportunities in any of several specific fields.

In the public sector, larger districts and those in the South and West were more likely than smaller districts and those in the Northeast and Midwest, respectively, to offer training opportunities in any field and in some specific fields. In contrast, among

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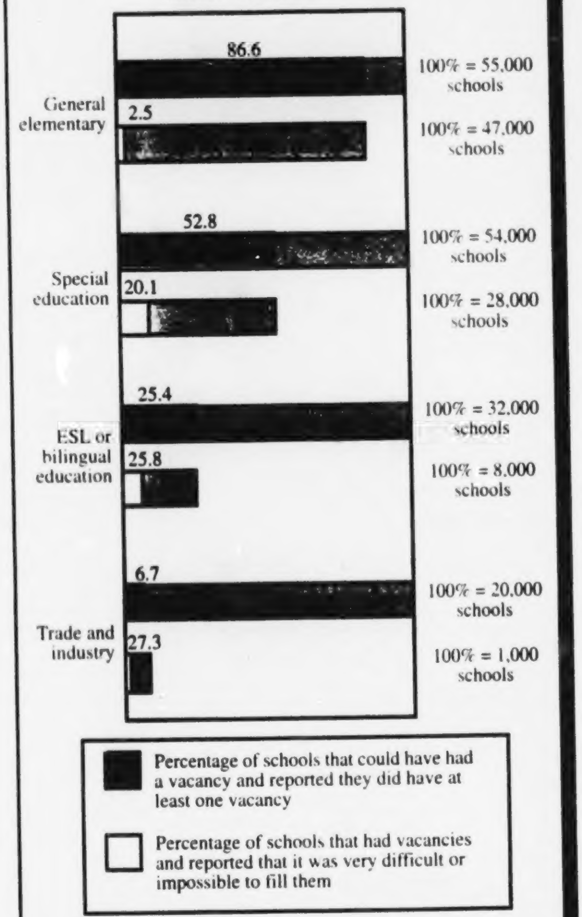
[4] A change in question wording between the 1990–91 and 1993–94 surveys made it possible to identify those schools in which vacancies in particular fields were not applicable (that is, schools that could not have had a vacancy in a particular field because they did not offer that class or subject). Whereas in 1990–91, vacancies were reported as a percentage of all schools, regardless of whether they offered that particular class or subject, in 1993–94 vacancies were reported as a percentage of only those schools that could have had a vacancy (because they offered that class or subject). However, in order to compare vacancy rates over time, 1993–94 vacancy rates were also calculated as a percentage of all schools, as they had been in 1990–91. When these 1993–94 vacancy rates were compared with those for 1990–91, only slight fluctuations were evident in some fields, and they were not consistently positive or negative.

[5] The wording of this question was changed with the 1993–94 SASS data collection. In 1990–91, public school districts and private schools were asked whether they offered free "retraining," and in 1993–94 they were asked whether they offered free "training." The new wording provides better information regarding the training opportunities that districts offer their faculty. However, it also prevents comparison between the 1990–91 and 1993–94 estimates.

Figure 7.3—Of schools that could have had vacancies in selected fields, percentage that had vacancies in these fields, and of schools with vacancies, percentage that found it very difficult or impossible to fill them: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

private schools size was inversely related; that is, smaller private schools were more likely than larger ones to offer training opportunities in any field and in special education and vocational education. However, the region of the country, the proportion of minority students enrolled, and the proportion of minority faculty had little bearing on private schools' likelihood of offering teachers opportunities to train in fields with shortages.

Combining the evidence of these four indicators, it appears that although schools did not perceive substantial shortages of teachers in particular fields in 1993–94, some may have been anticipating future shortages in some teaching fields. Although a number of public districts and private schools (20 and 25 percent, respectively) reported that they offered free training to prepare staff members to teach in fields with current or anticipated shortages, few principals reported that they had difficulty filling vacancies in 1993–94, few districts or schools reported offering financial incentives for teaching in fields of shortage, and even fewer reported that they had unfilled vacancies. No doubt in some communities, positions in some fields were more difficult than others to fill, but the national data presented here do not support the proposition that schools experienced staffing shortfalls of any severity in 1993–94.

SUPPLY OF TEACHERS IN 1993–94 AND BEYOND

In 1993–94, about 11 percent of public school teachers and 16 percent of private school teachers had been newly hired by their schools.

This last section addresses issues concerning the supply of teachers by presenting data on the extent to which teachers entered and intended to leave teaching.[6] The source of the nation's supply of teachers bears on at least three issues related to the quality of students' education. First, given the complexity of teaching and the experience needed to develop teaching expertise, students' achievement may benefit if experienced teachers remain in the profession. Second, although schools can benefit from faculty stability, which enables teachers to work together effectively, it is also true that newcomers' energy and ideas can reinvigorate those who have spent many years in the same setting.[7] Hence the need to balance stability with change over time. Third, as national policy (for example, the School-to-Work Opportunities Act) increasingly focuses on students' preparation for and transition into the world of work, teachers with experience in nonteaching and noneducation-related occupations may become more valuable as schools work to redirect instruction and develop occupation- or industry-related curricula.

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[6] For more information on the supply of teachers, see U.S. Department of Education, National Center for Education Statistics, *Teacher Supply in the U.S.: Sources of Newly Hired Teachers in Public and Private Schools, 1988–1991*, NCES 95-348 (Washington, D.C., 1991).

This section first presents information related to the rates at which teachers joined school faculties; the proportion of newly hired teachers who were experienced, as opposed to first-time, teachers; and the activities of experienced teachers who had recently joined school faculties in 1993–94.[8] The section and chapter close with a discussion of public school teachers' and principals' expected dates of retirement, looking toward the supply of public sector teachers and principals in the coming decades.

In 1993–94, about 11 percent of public school teachers and 16 percent of private school teachers had been newly hired by their schools (table 7.6). Thus compared with private schools, public schools appear to have had more stable faculties. In both public and private schools, however, many of these new hires were experienced teachers. Seven percent of public school teachers and 9 percent of private school teachers were newly hired teachers who had taught before 1993, so that 4 percent of public school teachers and 7 percent of private school teachers were first-time teachers.

Although most newly hired, experienced teachers came to their 1993–94 schools from other teaching positions, a number of them had been engaged in nonteaching activities before their recent hiring, and thus were reentering the teaching force. Of experienced new hires, the majority (three-quarters in public schools and three-fifths in private schools) had been teaching in another school during the previous year (table 7.6 and figure 7.4). Another 15 percent of experienced new hires in private schools had been working in nonteaching occupations in or outside of education, compared with about 6 percent in public schools.

If large majorities of principals and teachers were experienced in 1993–94, will that continue to be true in the future? Although a number of variables affect the answer to this question—including the rate of change in enrollments and class size, which affect the need for additional teachers, and the proportion of former teachers who reenter the workforce—teachers' and principals' plans for retirement offer one piece of evidence related to this question. As seen earlier (tables 3.4 and 3.5), since principals tend to be older than teachers, it is not surprising that principals expect to retire sooner than teachers. Among the roughly 50 percent of public school principals who plan to remain principals until they retire or as long as they are able (table 6.9), 35 percent expect to retire within 5 years and another 30 percent in 6–10 years (figure 7.5 and table 7.7). In contrast, among the roughly 65 percent of public school teachers who expect to remain teachers until retirement or as long as they are able (table 6.9), 20 percent expect to retire in 5 years and another 20 percent expect to remain for 6–10 years (figure 7.5 and table 7.7). What this means for the long-term health of the profession and for the quality of instruction our students receive needs to be considered in the context of the rate at which college graduates of various ages decide to teach and the length of time they teach.[9]

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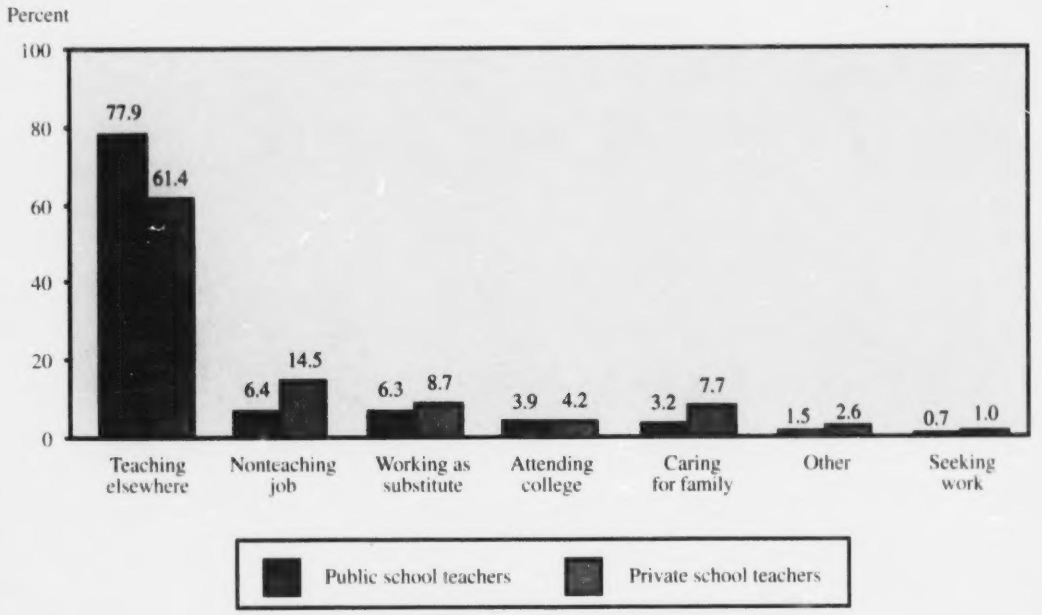
[7] Charlene J. Nemeth and Barry M. Staw, "The tradeoffs of social control and innovation in groups and organizations," *Advances in Experimental Social Psychology* 22 (1989): 175–210.

[8] Note that "newly hired teachers" could be defined at the school, district, sector, or state level (NCES, *Teacher Supply in the United States*, 1-2). For example, whereas the Condition of Education presents new hires as reported by districts, this report presents new hires as reported by schools. Estimates of the proportion of teachers who were newly hired will vary depending on the level at which they are reported.

[9] NCES's Baccalaureate and Beyond Study will permit analysts to study the movement of 1992–93 college graduates into and out of teaching following their college graduation. See U.S. Department of Education, National Center for Education Statistics, *Out of the Lecture Hall and into the Classroom: 1992–93 College Graduates and Elementary/Secondary School Teaching* (Washington, D.C., forthcoming) for the first analysis of these graduates' teaching experiences.

Figure 7.4—Percentage distribution of newly hired, experienced teachers in public and private schools by previous year's activity: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Teacher Questionnaire).

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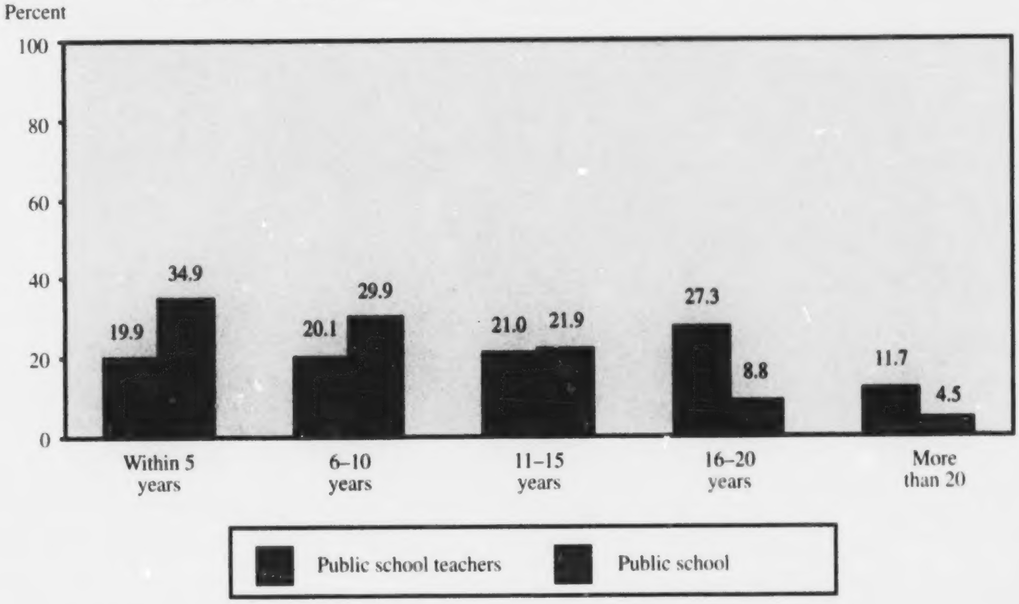
Figure 7.5—Percentage distributions of public school teachers and principals who plan to remain in their professions until they retire or as long as they are able, by time until anticipated retirement: 1993–94



SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and Teacher Questionnaires).

Table 7.1—Average percentage of approved FTE positions filled, left vacant or filled with long-term substitutes, or withdrawn in public districts and private schools, by selected public school district and private school characteristics: 1993–94

	Average percent positions filled	Of filled positions average percent filled by		Average percent positions vacant/sub.	Average percent positions withdrawn
		Newly hired teachers	Continuing teachers		
TOTAL	99.5	12.5	87.5	0.3	0.2
PUBLIC DISTRICTS	99.7	9.2	90.8	0.2	0
Region					
Northeast	99.7	6.4	93.6	0.3	0
Midwest	99.8	9.2	90.8	0.2	0.1
South	99.7	10.2	89.8	0.3	0
West	99.7	11.1	88.9	0.3	0
District size					
Less than 1,000	99.7	10.9	89.1	0.3	0.1
1,000 to 4,999	99.8	7.3	92.7	0.2	0
5,000 to 9,999	99.8	8.1	91.9	0.2	0
10,000 or more	99.6	8.5	91.5	0.4	0
Minority enrollment					
Less than 20%	99.8	8.8	91.2	0.2	0
20% or more	99.6	10.2	89.8	0.4	0.1
Minority teachers					
Less than 10%	99.7	8.9	91.1	0.2	0
10% or more	99.5	10.7	89.3	0.4	0
PRIVATE SCHOOLS	99.4	14.4	85.6	0.3	0.3
Region					
Northeast	99.8	12.2	87.8	0.2	0
Midwest	99.4	15.7	84.3	0.1	0.4
South	99.2	14.3	85.7	0.5	0.3
West	99.2	15.4	84.6	0.4	0.4
School size					
Less than 150	99.1	17.3	82.7	0.5	0.5
150 to 499	99.8	11.3	88.7	0.2	0
500 to 749	99.9	9.1	90.9	0.1	—
750 or more	100.0	9.3	90.7	0	—
Minority enrollment					
Less than 20%	99.6	15.0	85.0	0.2	0.2
20% or more	99.0	13.1	86.9	0.6	0.4
Minority teachers					
Less than 10%	99.6	14.3	85.7	0.2	0.2
10% or more	98.9	14.9	85.1	0.7	0.4

—Too few cases for a reliable estimate.

*Teachers whose contracts were not renewed at the end of the 1992–93 school year because of budget limitations, declining enrollment, or elimination of courses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School and Teacher Demand and Shortage Questionnaires).

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Table 7.2—Of schools with teaching vacancies, percentage that used various methods to fill them, by selected school characteristics: 1993–94

	Hired qualified teacher	Hired less than qualified teacher	Canceled courses	Expanded class sizes	Increased teaching loads	Assigned another teacher	Used adminis-trator or counselor	Used substitute teacher	Used other methods
TOTAL	94.2	7.7	1.3	5.0	4.1	4.5	1.8	12.2	2.0
PUBLIC	94.6	7.4	1.4	5.6	4.0	4.5	0.9	14.9	2.0
Central city	90.3	10.7	1.7	7.9	4.2	5.1	0.6	24.4	3.3
School level									
Elementary	89.4	10.1	1.2	7.0	2.9	4.4	0.2	22.6	3.6
Secondary	94.9	11.6	3.7	12.1	9.2	7.7	2.1	30.0	1.5
Combined	83.0	18.2	—	2.5	3.2	6.6	1.4	32.8	7.0
Minority enrollment									
Less than 20%	95.6	3.8	0.8	6.1	4.0	3.9	1.2	11.2	1.3
20% or more	88.5	13.0	2.0	8.5	4.2	5.5	0.4	28.7	3.9
School size									
Less than 150	91.5	7.5	—	2.0	2.0	—	—	14.3	4.3
150 to 499	88.7	7.1	1.5	8.5	1.4	4.2	0.4	16.8	3.4
500 to 749	91.7	12.1	1.9	6.9	3.4	4.6	0.6	26.4	2.0
750 or more	90.4	13.7	1.9	9.0	8.3	7.0	0.8	32.2	4.2
Urban fringe/large town	95.4	5.0	0.7	4.4	3.8	4.6	0.5	16.2	1.6
School level									
Elementary	95.1	4.0	0.1	2.6	1.3	3.2	—	14.0	1.6
Secondary	96.8	6.9	2.3	9.3	11.4	8.9	1.3	21.2	1.3
Combined	88.3	18.1	3.1	13.9	4.5	4.4	0	40.1	5.7
Minority enrollment									
Less than 20%	96.8	2.3	0.6	4.3	3.9	3.9	0.5	12.4	1.9
20% or more	93.8	8.1	0.8	4.5	3.8	5.4	0.5	20.5	1.2
School size									
Less than 150	95.9	—	0.0	—	0	0	0	8.0	1.8
150 to 499	94.9	3.5	0.2	2.9	1.5	2.0	0	11.7	1.1
500 to 749	95.8	5.2	0.7	2.9	1.3	4.7	0	14.7	2.6
750 or more	95.6	7.2	1.6	8.6	10.2	8.5	1.7	24.8	0.9
Rural/small town	96.2	7.1	1.5	5.1	4.0	4.1	1.2	9.5	1.7
School level									
Elementary	96.6	5.0	0.1	4.3	2.5	3.1	0.3	9.6	1.7
Secondary	95.9	10.4	2.8	5.9	6.1	4.7	1.8	8.7	1.7
Combined	93.5	11.9	11.8	10.7	9.7	12.9	9.3	14.1	1.5
Minority enrollment									
Less than 20%	97.6	5.3	1.3	4.9	3.4	3.3	0.9	7.8	1.5
20% or more	93.2	11.0	2.1	5.8	5.3	5.9	1.8	13.4	2.3
School size									
Less than 150	95.8	7.9	1.2	4.1	2.0	3.2	1.3	4.3	1.7
150 to 499	96.4	6.2	1.9	4.0	3.9	3.4	1.3	8.0	1.4
500 to 749	97.5	5.4	0.9	6.4	4.6	5.9	0.9	11.0	2.4
750 or more	93.9	12.8	1.6	8.7	5.4	4.8	1.0	18.9	1.8

Table 7.2—Of schools with teaching vacancies, percentage that used various methods to fill them, by selected school characteristics: 1993–94—Continued

	Hired qualified teacher	Hired less than qualified teacher	Canceled courses	Expanded class sizes	Increased teaching loads	Assigned another teacher	Used administrator or counselor	Used substitute teacher	Used other methods
PRIVATE	93.1	9.0	1.0	3.0	4.4	4.4	4.7	3.1	1.9
Central city	93.2	9.6	0.6	4.2	6.4	5.2	5.8	3.5	2.0
School level									
Elementary	94.1	8.1	—	4.0	3.3	3.2	4.8	3.1	1.3
Secondary	97.4	16.2	1.0	3.6	11.9	8.3	11.0	1.7	2.1
Combined	89.0	9.8	0.9	5.1	10.6	8.0	5.4	5.2	3.3
Minority enrollment									
Less than 20%	94.8	5.9	0.7	3.2	4.5	4.1	1.9	2.8	2.3
20% or more	91.2	14.0	0.5	5.5	8.5	6.4	10.4	4.4	1.6
School size									
Less than 150	87.5	9.3	0.7	4.0	12.6	9.4	12.3	4.0	2.6
150 to 499	95.9	9.9	0.6	4.0	2.0	3.0	2.2	3.2	1.7
500 to 749	96.1	10.5	0	2.9	4.9	1.4	3.0	4.3	—
750 or more	100.0	7.2	—	11.5	9.3	—	—	2.1	—
Urban fringe/large town	93.7	8.1	2.2	2.0	3.7	3.3	4.4	2.9	1.5
School level									
Elementary	92.9	7.2	1.4	1.5	2.1	2.6	1.8	2.2	0.9
Secondary	99.8	10.0	—	5.0	5.6	4.1	4.6	3.9	—
Combined	92.4	9.2	4.4	1.7	6.4	4.6	10.4	3.9	3.4
Minority enrollment									
Less than 20%	95.0	6.1	2.5	1.8	4.3	3.5	4.3	3.1	1.7
20% or more	90.3	13.3	—	2.5	2.2	3.0	4.7	2.2	1.0
School size									
Less than 150	90.5	9.6	2.3	0.4	2.6	2.0	5.3	4.2	1.6
150 to 499	95.0	7.3	2.5	3.6	4.5	3.9	4.3	1.8	1.7
500 to 749	100.0	7.1	0	—	2.4	3.4	2.4	2.5	0
750 or more	100.0	4.2	0	—	7.4	10.7	—	4.4	0
Rural/small town	92.2	9.1	0	2.5	2.3	4.6	3.6	2.8	2.1
School level									
Elementary	93.1	3.5	0	2.1	0.7	5.8	0	0.4	2.6
Secondary	96.3	3.8	0	5.8	9.0	4.3	2.4	18.3	—
Combined	90.2	17.1	0	2.2	3.0	3.1	8.3	2.6	1.8
Minority enrollment									
Less than 20%	91.6	9.8	0	2.0	2.4	4.8	3.9	2.7	2.3
20% or more	98.1	1.9	0	6.8	1.7	1.6	—	3.3	—
School size									
Less than 150	89.4	9.4	0	2.0	1.7	5.5	4.0	3.3	2.6
150 to 499	97.8	9.2	0	2.3	2.9	2.7	2.9	0.5	1.3
500 to 749	—	—	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Percentages may sum to more than 100 because schools may have used more than one method.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table 7.3a—Of schools that could have had vacancies in various teaching fields, percentage with vacancies in those fields, by selected school characteristics: 1993–94

	General elementary	Special ed.	English	Math	Physical sciences	Biology or life science	ESL or bilingual ed.
TOTAL	86.6	52.8	41.7	43.3	35.8	31.6	25.4
PUBLIC	85.4	54.0	40.9	42.8	33.7	29.0	27.3
Community type							
Central city	89.3	59.6	39.3	44.4	35.4	32.4	36.2
Urban fringe/large town	87.0	52.8	44.2	45.8	39.4	31.7	28.2
Rural/small town	82.3	51.9	39.9	40.5	30.1	26.3	21.2
School level							
Elementary	88.7	54.5	27.3	31.9	24.6	20.0	29.8
Secondary	33.3	50.9	55.1	55.6	45.0	39.4	22.7
Combined	71.0	67.5	55.2	44.2	28.7	26.7	26.7
Minority enrollment							
Less than 20%	82.2	48.7	38.1	37.5	29.7	25.1	15.5
20% or more	89.0	60.0	44.3	49.0	38.5	33.8	38.4
School size							
Less than 150	67.3	46.7	29.6	29.2	31.1	24.6	10.8
150 to 499	85.8	49.7	29.5	30.0	20.3	18.2	23.2
500 to 749	88.7	53.1	38.0	43.9	33.8	29.2	29.4
750 or more	86.4	65.5	63.3	64.5	53.2	45.2	36.2
PRIVATE	90.0	40.1	44.5	45.1	42.3	39.4	11.2
Community type							
Central city	92.1	43.7	50.4	52.0	46.1	45.1	9.8
Urban fringe/large town	87.5	42.6	40.9	42.1	41.4	35.3	7.3
Rural/small town	90.0	34.0	40.2	38.7	37.2	36.5	16.9
School level							
Elementary	94.7	18.9	34.8	40.2	38.2	34.7	9.9
Secondary	15.6	41.6	63.0	61.0	50.7	43.7	14.1
Combined	84.0	57.4	46.2	43.3	43.1	42.6	11.6
Minority enrollment							
Less than 20%	89.5	36.6	43.8	43.8	41.5	37.2	10.9
20% or more	91.4	50.0	46.1	48.4	44.1	44.8	12.1
School size							
Less than 150	90.5	50.8	38.5	38.6	38.1	36.0	12.6
150 to 499	89.9	25.9	44.6	47.9	43.7	40.9	7.9
500 to 749	86.1	34.8	56.1	47.8	42.2	40.5	14.1
750 or more	92.4	39.8	66.7	61.9	58.5	50.0	25.0

—Too few cases for a reliable estimate.

NOTE: These percentages are not comparable to those published in table 7.3 in the 1990–91 report. See footnote 3 of Chapter 7 for a description of the difference between these tables.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

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Table 7.3b—Of schools that could have had vacancies in various teaching fields, percentage with vacancies in those fields, by selected school characteristics: 1993–94

	Foreign language	Music	Business marketing	Industrial arts	Home economics	Trade & industry	Agri-culture
TOTAL	33.7	30.6	15.2	13.8	15.1	6.7	6.1
PUBLIC	31.2	28.4	15.6	14.7	15.6	7.4	6.6
Community type							
Central city	33.8	24.7	15.3	15.3	19.7	8.3	3.7
Urban fringe/large town	34.9	27.7	16.1	16.9	15.5	6.2	3.7
Rural/small town	28.2	30.5	15.6	13.4	13.9	7.5	8.5
School level							
Elementary	22.4	26.3	4.3	8.9	8.7	1.2	1.4
Secondary	39.7	31.8	22.9	19.3	20.7	11.8	10.8
Combined	34.5	37.5	20.1	14.9	15.7	7.9	8.2
Minority enrollment							
Less than 20%	30.3	28.2	14.6	13.4	13.4	6.2	6.8
20% or more	32.2	28.5	17.1	16.5	18.4	9.0	6.4
School size							
Less than 150	18.6	33.0	10.4	9.6	16.3	4.3	9.3
150 to 499	24.3	27.0	11.1	10.1	9.9	5.2	5.7
500 to 749	28.5	26.4	14.4	14.4	13.8	6.4	3.9
750 or more	46.9	31.6	24.0	22.0	22.9	12.1	9.3
PRIVATE	41.4	39.2	13.3	7.0	12.3	2.0	3.1
Community type							
Central city	49.6	37.7	17.8	10.3	15.2	6.2	6.7
Urban fringe/large town	43.4	41.3	9.0	7.5	12.5	—	—
Rural/small town	26.8	38.8	12.6	4.1	9.5	—	2.9
School level							
Elementary	40.6	46.2	3.5	—	11.4	0	0
Secondary	48.6	31.2	19.2	7.4	9.8	—	3.3
Combined	38.8	31.2	15.5	12.2	14.0	4.8	6.3
Minority enrollment							
Less than 20%	40.2	39.2	12.8	6.1	8.5	—	1.0
20% or more	44.4	39.4	14.6	9.8	21.9	7.5	9.2
School size							
Less than 150	38.9	41.5	12.0	5.4	16.8	3.5	5.0
150 to 499	38.3	38.1	12.1	3.8	6.1	—	0.9
500 to 749	51.3	39.3	20.3	30.3	14.9	0	0
750 or more	69.7	29.2	21.5	9.8	12.8	—	—

—Too few cases for a reliable estimate.

NOTE: These percentages are not comparable to those published in table 7.3 in the 1990–91 report. See footnote 3 of Chapter 7 for a description of the difference between these tables.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table 7.4a—Percentage of schools with vacancies in various teaching fields that found it very difficult or impossible to fill the vacancies, by selected school characteristics: 1993–94

	General elementary	Special ed.	English	Math	Physical sciences	Biology or life science	ESL or bilingual ed.
TOTAL	2.5	20.1	3.8	14.3	18.4	16.1	25.8
PUBLIC	2.1	20.3	3.7	14.1	17.3	15.2	27.2
Community type							
Central city	3.5	23.9	3.4	23.0	25.6	25.9	33.1
Urban fringe/large town	1.2	18.3	4.0	9.2	16.3	12.5	16.9
Rural/small town	2.0	19.4	3.7	12.7	13.9	11.3	30.0
School level							
Elementary	1.9	20.6	1.9	15.4	12.9	18.8	25.8
Secondary	—	17.3	3.6	11.9	20.4	13.5	32.0
Combined	12.0	32.3	15.2	27.5	13.6	10.2	18.1
Minority enrollment							
Less than 20%	0.8	15.2	1.9	9.6	14.8	9.3	27.5
20% or more	3.6	25.0	5.7	18.1	19.7	20.7	27.1
School size							
Less than 150	1.5	15.4	1.0	13.2	12.5	11.8	24.0
150 to 499	1.9	19.7	5.1	17.4	12.3	15.1	21.6
500 to 749	1.9	21.2	2.5	10.9	16.9	12.4	28.9
750 or more	3.9	21.5	3.9	13.9	21.3	17.5	31.4
PRIVATE	3.4	16.5	4.0	15.1	21.1	18.2	—
Community type							
Central city	3.6	24.8	3.6	18.8	21.1	17.5	—
Urban fringe/large town	2.3	13.4	2.5	13.8	16.8	15.3	—
Rural/small town	4.4	10.7	6.5	9.8	27.4	22.8	—
School level							
Elementary	1.8	12.9	3.4	9.4	13.3	13.0	—
Secondary	—	—	1.3	12.3	16.5	9.6	—
Combined	7.6	20.3	6.4	23.8	32.5	27.2	—
Minority enrollment							
Less than 20%	2.6	13.9	4.7	11.0	21.3	18.7	—
20% or more	5.3	21.6	2.6	24.2	20.6	17.2	—
School size							
Less than 150	5.7	15.6	5.2	14.3	21.1	22.0	—
150 to 499	1.2	17.7	1.8	15.9	20.1	12.8	—
500 to 749	—	—	8.8	12.8	27.7	34.8	—
750 or more	—	—	5.6	15.9	20.1	14.8	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table 7.4b—Percentage of schools with vacancies in various teaching fields that found it very difficult or impossible to fill the vacancies, by selected school characteristics: 1993–94

	Foreign language	Music	Business, marketing	Industrial arts	Home economics	Trade & industry	Agri-culture
TOTAL	24.2	16.2	9.0	28.2	11.7	27.3	19.3
PUBLIC	26.0	14.6	7.6	28.4	11.3	24.8	16.3
Community type							
Central city	27.6	18.9	5.0	32.5	21.0	37.7	—
Urban fringe/large town	16.9	8.1	5.7	29.8	7.1	14.1	27.5
Rural/small town	30.8	16.2	9.4	25.8	8.2	23.4	11.8
School level							
Elementary	24.9	13.9	—	21.7	9.4	—	—
Secondary	25.6	15.5	8.2	31.5	11.2	25.9	15.9
Combined	38.5	17.7	6.4	19.5	20.5	—	12.1
Minority enrollment							
Less than 20%	23.0	13.8	6.8	29.3	11.0	25.9	17.1
20% or more	29.4	15.5	8.5	27.5	11.6	23.8	15.1
School size							
Less than 150	41.8	21.1	12.4	17.2	5.0	—	—
150 to 499	26.6	14.1	7.0	30.2	9.7	10.8	13.2
500 to 749	26.3	17.0	10.3	30.0	13.6	39.0	14.5
750 or more	23.2	10.5	6.0	28.5	12.8	27.2	21.0
PRIVATE	20.1	20.5	16.9	24.3	14.8	—	—
Community type							
Central city	23.9	18.6	19.7	—	—	—	—
Urban fringe/large town	11.5	24.6	—	—	—	—	—
Rural/small town	27.6	17.6	—	—	—	—	—
School level							
Elementary	18.7	23.4	—	—	—	—	—
Secondary	18.6	15.3	6.1	—	—	—	—
Combined	22.6	15.6	—	—	—	—	—
Minority enrollment							
Less than 20%	21.7	22.7	12.0	3.4	—	—	—
20% or more	16.4	14.9	—	—	—	—	—
School size							
Less than 150	20.7	23.1	—	—	—	—	—
150 to 499	20.2	19.2	—	—	—	—	—
500 to 749	17.4	10.5	—	—	—	—	—
750 or more	20.1	27.2	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table 7.5—Percentage of public districts and private schools that provided free training to prepare staff members to teach in fields with current or anticipated shortages, by selected public school district and private school characteristics: 1993–94

	Any training	Special ed.	Math	Computer science	Physical sciences	Biol./life science	Bilingual ed./ESL	Foreign language	Voc. ed.
PUBLIC DISTRICTS	19.0	12.2	11.3	9.5	9.1	9.1	10.1	6.1	6.6
Region									
Northeast	13.5	9.2	9.3	9.0	6.5	5.9	5.9	4.5	4.7
Midwest	13.1	8.5	8.7	7.8	7.6	7.6	5.4	6.0	6.5
South	26.6	19.3	15.2	11.2	12.4	12.9	13.4	8.3	9.0
West	27.7	14.2	13.9	11.6	11.1	11.2	20.1	5.7	6.1
District size									
Less than 1,000	17.5	12.0	11.7	10.2	9.3	9.5	8.9	6.2	7.4
1,000 to 4,999	18.6	11.4	10.7	8.7	8.8	8.6	9.6	5.9	6.0
5,000 to 9,999	22.2	13.3	10.5	8.1	8.6	8.7	13.2	4.9	3.7
10,000 or more	34.5	18.6	12.2	11.0	10.0	10.0	23.1	9.2	7.6
Minority enrollment									
Less than 20%	15.5	10.8	10.4	9.2	8.2	8.1	6.9	5.8	6.3
20% or more	27.5	15.3	13.5	10.5	11.5	11.7	18.1	6.9	7.6
Minority teachers									
Less than 10%	17.1	11.2	10.8	9.3	8.7	8.6	8.8	5.9	6.5
10% or more	29.1	17.1	13.8	10.6	11.2	11.6	16.7	7.1	7.3
PRIVATE SCHOOLS	24.8	8.9	12.4	11.8	9.2	9.2	2.6	4.1	2.7
Region									
Northeast	24.7	8.8	11.7	11.4	9.0	7.7	1.9	3.0	1.2
Midwest	24.4	7.6	13.8	13.0	9.8	10.0	2.8	3.4	2.2
South	23.4	8.8	11.9	11.1	9.8	10.0	3.4	4.9	4.1
West	27.7	11.3	12.0	11.4	7.4	8.6	2.3	5.1	3.5
School size									
Less than 150	27.4	12.1	10.8	9.7	8.0	8.3	2.6	3.3	4.0
150 to 499	22.5	5.1	14.8	14.7	10.8	10.6	2.5	4.6	1.2
500 to 749	18.5	5.8	14.4	13.3	10.5	9.5	3.3	6.4	1.7
750 or more	15.8	2.7	9.0	9.8	7.7	6.2	3.6	8.1	—
Minority enrollment									
Less than 20%	23.7	8.5	13.3	12.4	10.0	10.1	2.8	4.5	3.1
20% or more	27.2	9.8	10.6	10.5	7.4	7.2	2.2	3.1	1.8
Minority teachers									
Less than 10%	23.8	8.7	12.4	11.4	9.2	9.2	2.4	4.0	2.8
10% or more	28.5	9.4	12.6	13.1	9.2	9.3	3.6	4.3	2.5

—Too few cases for a reliable estimate.

NOTE: These percentages cannot be compared with those in table 7.5 in the 1990–91 report. See footnote 4 of Chapter 7 for a discussion of the difference between these tables.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School and Teacher Demand and Shortage Questionnaires).

Table 7.6—Percentage of full-time teachers who were newly hired and who were first-time teachers, and percentage distribution of newly hired, experienced teachers by 1992–93 main activity, by selected school characteristics: 1993–94

	Percent newly hired	Percent newly hired experienced	Newly hired experienced teachers' 1992–93 main activity						
			Teaching elsewhere	Working as sub.	Attending college	Non-teaching job	Caring for family	Seeking work	Other
TOTAL	11.8	7.5	75.6	6.7	4.0	7.5	3.9	0.8	1.6
PUBLIC	11.2	7.3	77.9	6.3	3.9	6.4	3.2	0.7	1.5
Central city	12.4	8.4	78.5	3.3	4.9	6.9	3.8	0.7	1.9
School level									
Elementary	12.5	8.5	79.9	2.5	5.9	5.4	4.4	—	1.7
Secondary	11.6	8.3	74.8	4.9	2.5	10.5	3.5	0.9	3.0
Combined	14.8	10.9	73.7	1.6	7.9	13.4	—	—	—
Minority enrollment									
Less than 20%	11.2	8.2	76.2	2.3	6.6	8.7	4.0	0	2.2
20% or more	12.6	8.6	78.7	3.5	4.4	6.8	4.1	0.6	2.0
School size									
Less than 150	13.3	10.4	74.4	10.9	—	7.7	—	0	—
150 to 499	12.0	8.2	84.4	1.7	1.9	10.2	1.3	0	—
500 to 749	11.1	7.5	89.2	1.7	—	3.6	—	—	2.1
750 or more	13.0	9.2	69.9	4.3	8.5	7.6	6.2	0.7	2.7
Urban fringe/large town	11.2	7.5	78.8	8.7	3.2	5.3	2.2	0.4	1.3
School level									
Elementary	12.1	8.5	77.5	11.0	3.1	5.2	2.4	0.3	0.6
Secondary	9.3	5.9	78.2	4.6	3.7	6.9	2.2	1.0	3.4
Combined	13.3	8.1	83.4	7.8	—	3.2	0	0	—
Minority enrollment									
Less than 20%	9.5	6.9	80.8	8.2	3.2	2.9	2.7	0.5	1.8
20% or more	13.1	8.4	74.9	10.1	3.3	8.2	2.0	0.4	1.1
School size									
Less than 150	17.0	10.1	—	—	—	—	—	—	—
150 to 499	12.4	9.7	80.0	9.4	4.9	2.9	2.0	—	—
500 to 749	10.3	6.6	83.5	9.2	1.7	3.7	—	0	1.2
750 or more	10.9	7.1	72.4	8.8	3.1	8.9	3.6	1.0	2.1
Rural/small town	10.4	6.3	76.4	7.0	3.7	7.0	3.7	1.0	1.2
School level									
Elementary	10.3	6.3	79.6	7.1	3.6	4.2	3.3	1.1	1.1
Secondary	10.3	6.1	74.8	7.1	3.5	9.0	3.0	1.3	1.2
Combined	13.0	6.4	62.0	1.9	4.6	24.3	5.8	—	0.9
Minority enrollment									
Less than 20%	8.8	5.3	75.9	6.7	3.1	7.5	4.7	1.1	1.0
20% or more	13.8	8.3	78.7	7.1	4.3	5.8	1.5	1.1	1.4
School size									
Less than 150	13.9	8.1	69.1	7.9	3.3	16.1	2.5	—	—
150 to 499	9.7	5.7	78.3	6.9	2.6	6.0	4.4	1.5	0.3
500 to 749	10.0	6.1	81.2	6.2	2.9	4.6	1.4	0.6	3.2
750 or more	11.3	6.9	73.5	7.2	6.1	7.6	3.9	1.0	0.6

Table 7.6—Percentage of full-time teachers who were newly hired and who were first-time teachers, and percentage distribution of newly hired, experienced teachers by 1992–93 main activity, by selected school characteristics: 1993–94—Continued

	Percent newly hired	Percent newly hired experienced	Newly hired experienced teachers' 1992–93 main activity						
			Teaching elsewhere	Working as sub.	Attending college	Non-teaching job	Caring for family	Seeking work	Other
PRIVATE	16.3	9.1	61.4	8.7	4.2	14.5	7.7	1.0	2.6
Central city	16.8	9.7	67.6	6.9	4.6	11.3	6.0	0.7	2.8
School level									
Elementary	17.5	10.4	63.4	9.5	4.4	12.2	7.0	—	3.2
Secondary	14.2	8.4	70.3	3.8	4.3	15.6	—	—	—
Combined	17.0	8.4	71.1	—	—	—	8.9	0	—
Minority enrollment									
Less than 20%	12.9	6.7	68.9	7.1	3.7	8.5	6.2	1.5	4.1
20% or more	21.9	13.2	65.1	8.3	5.8	12.7	6.6	—	—
School size									
Less than 150	20.1	9.2	67.3	4.7	2.6	10.8	14.2	0	—
150 to 499	17.2	10.5	64.9	7.8	6.4	12.9	4.7	—	2.9
500 to 749	17.5	10.3	69.2	—	3.2	7.8	—	—	0
750 or more	10.7	5.3	—	—	—	—	—	—	—
Urban fringe/large town	16.5	9.5	55.5	10.6	4.8	16.8	9.0	1.5	1.9
School level									
Elementary	16.1	7.8	56.1	10.7	—	14.4	11.5	—	4.6
Secondary	14.0	8.4	66.8	—	8.1	18.5	—	—	—
Combined	20.1	14.0	51.9	11.8	7.1	17.1	10.4	—	0
Minority enrollment									
Less than 20%	16.0	9.9	52.9	9.2	6.1	16.9	10.7	1.5	2.6
20% or more	19.4	9.3	65.2	10.5	—	13.8	6.9	—	—
School size									
Less than 150	25.6	12.8	44.0	19.4	0	25.8	4.8	2.9	3.1
150 to 499	14.9	8.9	58.4	7.0	5.5	16.2	9.7	—	—
500 to 749	14.2	8.4	—	—	—	—	—	—	—
750 or more	15.2	10.0	—	—	—	—	—	—	—
Rural/small town	14.9	7.1	57.4	9.2	1.4	18.3	9.4	—	3.5
School level									
Elementary	16.3	8.0	53.0	15.4	0	25.2	6.3	—	0
Secondary	13.8	6.2	—	—	—	—	—	—	—
Combined	13.9	6.7	—	—	—	—	—	—	—
Minority enrollment									
Less than 20%	14.9	7.2	55.7	9.4	—	19.9	11.3	—	—
20% or more	15.3	7.2	—	—	—	—	—	—	—
School size									
Less than 150	20.0	9.3	56.0	9.4	—	24.1	5.7	—	4.4
150 to 499	12.6	6.7	57.3	8.1	0	14.7	—	0	—
500 to 749	4.2	2.7	—	—	—	—	—	—	—
750 or more	6.3	0	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table 7.7—Of public school teachers and principals who planned to remain in their respective professions as long as they were able or until they were eligible to retire, percentage distributions according to expected year of retirement, by state: 1993–94

	Teachers					Principals				
	Within 5 years	6–10 years	11–15 years	16–20 years	More than 20 years	Within 5 years	6–10 years	11–15 years	16–20 years	More than 20 years
TOTAL	19.9	20.1	21.0	27.3	11.7	34.9	29.9	21.9	8.8	4.5
Alabama	24.4	22.6	22.1	26.9	4.0	43.3	30.8	17.4	3.9	4.7
Alaska	29.4	25.2	24.7	18.2	2.5	52.9	28.3	12.8	5.9	0
Arizona	19.6	20.5	17.8	30.2	11.9	30.1	32.3	21.5	9.4	6.7
Arkansas	20.3	20.6	18.9	29.2	10.9	31.8	32.0	22.9	10.6	2.7
California	21.7	15.6	24.8	26.4	11.5	39.4	28.5	23.4	7.2	1.6
Colorado	23.5	22.8	20.6	20.9	12.2	29.5	41.8	19.1	7.1	—
Connecticut	15.2	21.2	27.9	25.8	9.8	35.7	33.3	25.6	5.4	0
Delaware	20.6	21.6	20.4	24.4	13.0	36.7	35.9	22.3	—	0
District of Columbia	37.5	20.4	19.7	15.2	7.2	—	—	—	—	—
Florida	20.8	19.6	19.8	28.7	11.1	37.8	24.5	25.8	10.0	—
Georgia	15.8	19.7	16.9	35.9	11.7	42.3	29.2	26.4	2.0	0
Hawaii	25.6	21.4	14.5	27.3	11.2	33.6	45.7	14.8	—	—
Idaho	13.4	14.3	21.2	31.3	19.7	21.9	31.6	22.8	15.2	8.4
Illinois	18.7	19.9	21.4	26.3	13.8	36.7	21.8	23.7	9.4	8.3
Indiana	13.8	19.8	24.5	29.0	12.8	30.6	23.7	24.1	14.9	6.7
Iowa	16.1	16.3	20.6	30.2	16.8	29.2	9.9	29.0	18.5	13.4
Kansas	15.0	15.1	19.0	33.4	17.4	25.6	17.9	21.1	16.3	19.1
Kentucky	25.1	16.7	20.4	32.3	5.5	65.1	22.5	10.2	—	0
Louisiana	27.8	19.9	23.5	22.2	6.7	56.6	29.9	10.5	—	—
Maine	16.8	24.0	21.9	26.9	10.5	32.6	29.1	29.5	5.8	3.1
Maryland	22.7	23.6	19.1	22.5	12.2	45.5	41.6	10.5	—	—
Massachusetts	14.6	19.6	25.9	29.5	10.4	31.3	24.6	27.8	8.0	8.3
Michigan	26.8	22.8	18.2	24.9	7.4	50.4	23.5	17.1	8.9	0
Minnesota	20.5	16.3	20.1	28.8	14.3	28.9	28.7	20.1	16.6	5.6
Mississippi	23.0	23.1	22.2	26.1	5.6	46.9	28.7	18.0	5.4	—
Missouri	18.4	21.5	19.5	30.0	10.6	24.6	31.9	31.0	3.5	9.0
Montana	21.1	23.0	20.9	26.2	8.8	26.0	32.0	23.9	15.2	3.0
Nebraska	12.6	13.3	17.4	35.8	20.9	26.0	16.7	22.8	23.3	11.4
Nevada	19.6	19.1	21.2	28.8	11.3	37.4	35.2	19.2	6.2	—
New Hampshire	14.4	18.1	24.2	27.5	15.8	30.3	25.3	21.8	17.2	5.5
New Jersey	23.7	21.7	18.0	26.5	10.2	22.9	29.8	36.8	5.5	4.9
New Mexico	25.9	22.3	17.3	27.3	7.1	38.2	31.7	19.9	10.2	—
New York	22.0	23.0	15.2	24.2	15.7	38.9	25.9	19.5	9.5	6.2
North Carolina	21.6	23.3	20.1	26.8	8.1	39.9	39.0	13.1	6.3	—
North Dakota	11.8	18.5	22.4	32.5	14.8	29.5	30.2	20.5	16.3	3.6
Ohio	20.0	22.8	21.6	26.6	9.0	41.6	37.7	19.5	—	—
Oklahoma	16.7	20.6	23.5	29.2	10.0	31.2	31.6	23.7	11.9	1.6
Oregon	22.3	23.8	25.2	22.9	5.8	39.4	32.4	22.2	3.6	2.4
Pennsylvania	21.1	22.9	20.8	23.5	11.7	26.9	31.0	29.0	6.1	7.1
Rhode Island	20.8	23.2	18.2	26.9	10.9	36.9	33.0	28.4	—	0

Table 7.7—Of public school teachers and principals who planned to remain in their respective professions as long as they were able or until they were eligible to retire, percentage distributions according to expected year of retirement, by state: 1993–94—Continued

	Teachers					Principals				
	Within 5 years	6–10 years	11–15 years	16–20 years	More than 20 years	Within 5 years	6–10 years	11–15 years	16–20 years	More than 20 years
South Carolina	18.7	19.2	25.1	24.0	12.9	37.1	30.5	22.4	5.8	—
South Dakota	15.9	12.5	17.6	30.0	24.0	18.1	22.9	25.4	23.6	10.1
Tennessee	18.2	18.4	21.3	28.8	13.3	42.1	27.5	23.0	2.7	4.7
Texas	17.5	17.7	22.4	28.5	13.9	25.9	36.7	22.2	12.1	3.2
Utah	17.0	19.5	20.6	32.2	10.7	32.3	21.1	27.4	15.2	4.1
Vermont	14.3	14.9	27.0	31.9	11.8	15.6	25.0	26.4	24.2	8.9
Virginia	13.5	19.1	22.3	31.6	13.6	26.1	35.4	19.3	16.7	2.4
Washington	23.0	19.5	18.1	24.8	14.5	42.7	38.7	10.0	3.5	5.0
West Virginia	14.6	24.4	24.4	27.2	9.4	38.8	34.9	13.9	6.0	6.4
Wisconsin	17.2	19.2	23.7	26.1	13.8	32.1	39.3	15.5	7.0	6.2
Wyoming	19.2	14.8	21.7	28.1	16.2	23.7	25.8	22.2	11.9	16.3

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

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APPENDIX A

PUBLIC SCHOOL TABLES, BY STATE
AND
PRIVATE SCHOOL TABLES, BY AFFILIATION

Table A1—Number of public schools and students and average number of students per full-time-equivalent (FTE) teacher, by state: 1993–94

	Schools	Students	Average students/ FTE tchr.
TOTAL	80,740	41,621,660	17.0
Alabama	1,274	745,963	16.9
Alaska	478	127,130	14.3
Arizona	1,057	685,518	19.1
Arkansas	1,084	460,286	15.6
California	7,319	4,804,574	23.5
Colorado	1,329	616,434	18.3
Connecticut	964	472,718	14.8
Delaware	169	107,701	16.0
Dist. of Columbia	160	75,948	15.3
Florida	2,348	1,888,762	17.8
Georgia	1,723	1,194,072	16.4
Hawaii	234	173,041	16.1
Idaho	573	218,179	18.3
Illinois	3,884	1,747,678	16.7
Indiana	1,869	972,991	18.1
Iowa	1,518	484,443	14.9
Kansas	1,450	431,981	14.6
Kentucky	1,327	693,316	17.0
Louisiana	1,446	791,318	16.5
Maine	721	207,975	14.5
Maryland	1,185	753,706	18.7
Massachusetts	1,689	776,415	15.6
Michigan	3,159	1,491,699	19.0
Minnesota	1,492	705,021	17.0
Mississippi	957	531,874	19.1
Missouri	2,082	938,836	15.5
Montana	890	175,611	13.2
Nebraska	1,296	248,016	11.4
Nevada	365	231,088	18.3
New Hampshire	445	174,562	15.8
New Jersey	2,195	1,097,841	14.2
New Mexico	663	323,001	17.4
New York	3,904	2,593,562	15.3
North Carolina	1,927	1,090,802	16.2
North Dakota	582	115,635	14.4
Ohio	3,636	1,816,266	17.9
Oklahoma	1,763	579,583	14.1
Oregon	1,184	478,877	19.2
Pennsylvania	3,128	1,805,243	16.9
Rhode Island	295	124,230	15.3
South Carolina	1,081	630,309	16.6
South Dakota	661	139,525	13.0
Tennessee	1,522	840,505	18.2
Texas	5,890	3,342,778	14.8
Utah	674	454,114	23.3
Vermont	318	91,787	13.9
Virginia	1,698	958,091	15.5
Washington	1,806	913,048	19.8
West Virginia	898	316,190	15.2
Wisconsin	2,014	880,935	15.5
Wyoming	411	102,484	13.1

NOTE: Details may not add to totals due to rounding.

NOTE: Schools reported the number of full-time and part-time teachers they employed. These headcounts were converted to FTE by adding one-half the number of part-time teachers to the number of full-time teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table A2—Number of private schools and students and average number of students per full-time-equivalent (FTE) teacher, by private school affiliation: 1993–94

	Schools	Students	Average students/ FTE tchr.
TOTAL	26,093	4,970,548	14.5
Catholic	8,352	2,516,231	18.8
Episcopal	349	95,633	11.0
Friends	75	13,456	12.5
Society of Seventh-Day Adventist	1,071	77,830	12.1
Hebrew Day	201	60,730	11.9
Solomon Schechter	56	13,999	10.1
Other Jewish	398	109,122	10.5
Christian Schools Intl.	355	98,090	16.0
Assoc of Christian Schools Intl.	2,472	441,981	14.8
Lutheran, Missouri Synod	1,042	163,885	18.4
Lutheran, Wisconsin Synod	373	36,730	17.3
Evangelical Lutheran	107	15,403	15.7
Other Lutheran	57	4,123	14.0
Montessori	732	42,796	9.6
National Assoc. of Private Schools for Exceptional Children	284	33,722	6.6
National Assoc. of Independent Schools	893	332,675	9.0
Military	—	—	—
National Independent Private Schools Assoc.	129	34,776	13.2
Other	9,118	872,796	11.6

—Too few cases for a reliable estimate.

NOTE: Details may not add to totals due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table A3—Percentage distribution of students by racial–ethnic background, percent minority students, and percent limited English proficient (LEP) students in public schools, by state: 1993–94

	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pacific Islander	Minority (nonwhite)	LEP
TOTAL	67.3	16.3	11.9	1.1	3.4	32.7	5.1
Alabama	63.0	35.3	0.4	0.9	0.4	37.0	0.1
Alaska	66.0	4.2	2.3	23.9	3.7	34.0	7.8
Arizona	59.9	4.2	26.4	7.9	1.6	40.1	10.4
Arkansas	73.8	24.3	0.8	0.4	0.6	26.2	0.3
California	45.8	7.4	35.5	0.9	10.4	54.2	19.2
Colorado	74.3	4.7	17.7	1.0	2.3	25.7	2.8
Connecticut	75.7	13.5	8.3	0.2	2.2	24.3	3.0
Delaware	65.9	28.4	3.8	0.2	1.7	34.1	1.1
Dist. of Columbia	1.5	91.6	5.8	0.0	0.9	98.5	—
Florida	59.2	26.0	13.4	0.1	1.3	40.8	5.9
Georgia	59.4	37.5	1.8	0.1	1.2	40.6	0.9
Hawaii	21.6	2.4	3.6	0.6	71.7	78.4	6.7
Idaho	90.6	0.4	7.2	1.0	0.8	9.4	2.2
Illinois	67.8	20.2	9.9	0.1	2.0	32.2	3.1
Indiana	85.9	11.7	1.6	0.1	0.7	14.1	0.4
Iowa	92.6	3.8	1.7	0.4	1.6	7.4	0.9
Kansas	84.6	7.4	5.4	1.1	1.5	15.4	1.1
Kentucky	90.9	8.2	0.3	0.1	0.6	9.1	—
Louisiana	51.2	45.8	1.1	0.4	1.5	48.8	0.7
Maine	97.7	0.7	0.4	0.5	0.7	2.3	0.4
Maryland	58.7	35.4	2.3	0.3	3.4	41.3	1.2
Massachusetts	78.7	9.2	9.0	0.2	3.0	21.3	4.3
Michigan	79.2	16.2	2.3	0.9	1.5	20.8	1.3
Minnesota	88.7	4.2	1.6	2.1	3.5	11.3	2.5
Mississippi	49.0	49.7	0.2	0.4	0.8	51.0	0.6
Missouri	81.9	15.2	1.1	0.2	1.6	18.1	0.5
Montana	86.5	0.4	1.1	11.2	0.8	13.5	2.9
Nebraska	92.8	2.7	2.6	1.0	1.0	7.2	—
Nevada	71.0	9.1	14.7	1.9	3.2	29.0	5.8
New Hampshire	96.8	1.0	0.9	0.2	1.2	3.2	0.3
New Jersey	65.7	16.7	13.4	0.1	4.1	34.3	4.6
New Mexico	39.9	2.4	46.4	10.0	1.2	60.1	9.4
New York	57.9	18.6	16.7	0.4	6.3	42.1	7.7
North Carolina	65.8	30.8	1.2	1.3	0.9	34.2	1.3
North Dakota	91.4	0.6	1.3	6.0	0.7	8.6	1.9
Ohio	84.2	13.5	1.4	0.1	0.9	15.8	0.7
Oklahoma	71.6	11.0	3.3	13.0	1.2	28.4	2.8
Oregon	86.3	2.6	5.8	2.4	2.8	13.7	2.6
Pennsylvania	79.9	16.2	2.4	0.1	1.5	20.1	0.9
Rhode Island	79.3	7.7	8.6	0.5	4.0	20.7	5.6
South Carolina	55.9	42.1	1.0	0.1	0.8	44.1	0.3
South Dakota	87.8	0.5	0.5	10.6	0.6	12.2	—
Tennessee	75.0	23.8	0.4	0.1	0.7	25.0	0.3
Texas	50.6	12.2	35.2	0.2	1.9	49.4	9.7
Utah	91.1	0.7	4.5	1.7	2.1	8.9	1.3
Vermont	96.8	1.3	0.4	0.2	1.3	3.2	—
Virginia	70.2	23.9	2.7	0.1	3.1	29.8	1.2
Washington	79.7	4.2	7.0	2.6	6.5	20.3	4.1
West Virginia	95.6	3.7	0.2	0.1	0.4	4.4	—
Wisconsin	82.2	11.3	2.9	1.4	2.1	17.8	1.1
Wyoming	89.9	0.9	6.0	2.6	0.6	10.1	0.6

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table A4—Percentage distribution of students by racial–ethnic background, percent minority students, and percent limited English proficient (LEP) students in private schools, by private school affiliation: 1993–94

	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pacific Islander	Minority (nonwhite)	LEP
TOTAL	77.9	9.3	8.0	0.6	4.1	22.1	1.0
Catholic	74.4	10.0	10.9	0.6	4.1	25.6	0.8
Episcopal	80.5	5.2	4.4	0.3	9.7	19.5	—
Friends	81.3	10.7	3.0	0.2	4.9	18.7	—
Society of Seventh-Day Adventist	64.7	21.2	7.8	0.2	6.1	35.3	—
Hebrew Day	98.2	0.2	1.4	—	0.2	1.8	9.9
Solomon Schechter	97.8	0.1	1.2	0	0.9	2.2	—
Other Jewish	98.7	0.4	0.8	0.1	0.1	1.3	4.4
Christian Schools Intl.	85.8	2.4	4.1	4.0	3.7	14.2	—
Assoc. of Christian Schools Intl.	75.9	10.9	7.5	1.5	4.3	24.1	—
Lutheran, Missouri Synod	86.7	7.0	3.8	0.3	2.2	13.3	—
Lutheran, Wisconsin Synod	95.1	2.3	1.4	0.3	0.9	4.9	—
Evangelical Lutheran	49.7	36.0	8.0	0.3	6.1	50.3	—
Other Lutheran	94.5	2.8	1.3	0.4	1.0	5.5	—
Montessori	75.7	9.4	5.9	0.3	8.7	24.3	—
National Assoc. of Private Schools for Exceptional Children	74.5	19.7	4.5	0.1	1.2	25.5	—
National Assoc. of Independent Schools	85.1	5.7	2.6	0.3	6.3	14.9	1.4
Military	84.2	—	—	—	—	—	—
National Independent Private Schools Assoc.	80.8	4.4	5.1	0.2	9.6	19.2	—
Other	80.4	9.9	5.9	0.3	3.5	19.6	1.0

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table A5—Percentage of public schools with 12th grade that offered job placement services and average percentage of graduates who applied to 2- or 4-year colleges, by state: 1993–94

	Schools with job placement	Average percentage of grads applied 2–4 year college
TOTAL	26.1	56.4
Alabama	21.8	48.5
Alaska	29.9	54.0
Arizona	26.9	48.6
Arkansas	11.3	46.3
California	28.1	48.9
Colorado	20.1	57.9
Connecticut	49.3	62.8
Delaware	—	—
District of Columbia	—	—
Florida	45.7	48.1
Georgia	26.5	50.1
Hawaii	—	—
Idaho	19.7	56.0
Illinois	26.6	63.0
Indiana	28.8	54.0
Iowa	14.0	65.7
Kansas	11.6	70.2
Kentucky	21.6	51.7
Louisiana	19.2	48.0
Maine	26.5	54.5
Maryland	38.8	54.6
Massachusetts	47.8	64.5
Michigan	21.0	60.6
Minnesota	14.7	62.4
Mississippi	29.2	55.6
Missouri	23.9	54.1
Montana	15.2	63.3
Nebraska	13.9	69.7
Nevada	34.7	—
New Hampshire	—	—
New Jersey	50.4	65.8
New Mexico	19.7	54.8
New York	35.1	69.2
North Carolina	49.8	56.7
North Dakota	6.5	72.3
Ohio	25.9	51.9
Oklahoma	14.3	49.1
Oregon	10.5	52.0
Pennsylvania	23.2	57.9
Rhode Island	—	—
South Carolina	45.5	52.7
South Dakota	18.9	65.4
Tennessee	29.4	44.9
Texas	12.9	53.7
Utah	43.5	52.3
Vermont	—	—
Virginia	47.8	55.6
Washington	25.2	49.6
West Virginia	27.3	48.4
Wisconsin	20.4	62.8
Wyoming	21.1	58.7

—Too few cases for a reliable estimate.

*These percentages vary from those published in *Schools and Staffing in the United States: Selected Data for Public and Private Schools, 1993–94* (NCES 95-191) because the two analyses used different variables to identify schools with 12th grade.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table A6—Average years of instruction in various subjects required for high school graduation in public schools with 12th grades and percent with a community service requirement for the class of 1994, by state: 1993–94

	Average years of instruction required						Percent that required community service
	English	Math	Computer science	Social sciences	Physical sciences	Foreign language	
TOTAL	3.9	2.5	0.3	3.0	2.2	0.3	3.1
Alabama	4.0	2.4	0.4	3.2	2.2	0.1	—
Alaska	4.0	2.6	0.1	3.1	2.3	—	—
Arizona	4.0	2.2	0.3	2.9	2.0	0.2	9.8
Arkansas	4.0	2.9	0.4	2.9	2.5	0.4	0
California	3.7	2.3	0.2	3.1	2.1	0.6	—
Colorado	3.8	2.3	0.4	3.0	2.1	0.1	13.6
Connecticut	4.0	3.2	0.2	3.1	1.9	0.3	8.3
Delaware	—	—	—	—	—	—	—
District of Columbia	—	—	—	—	—	—	—
Florida	4.0	3.0	0	3.0	2.8	0.1	—
Georgia	4.0	2.6	0.6	3.0	2.4	0.6	7.2
Hawaii	—	—	—	—	—	—	—
Idaho	4.0	2.4	0.3	2.9	2.3	0.1	0
Illinois	3.4	2.2	0.2	2.2	1.9	0.1	—
Indiana	3.9	2.2	0.1	2.5	2.1	—	0
Iowa	3.5	2.2	0.3	3.0	2.1	0.1	—
Kansas	4.0	2.4	0.5	3.0	2.2	0.2	—
Kentucky	4.0	3.0	0.2	2.3	2.3	0.2	0
Louisiana	4.0	3.0	0.2	2.9	2.9	0.1	—
Maine	4.0	2.6	0.5	2.5	2.4	0.3	9.7
Maryland	4.0	3.0	—	3.2	2.5	0.6	27.0
Massachusetts	3.9	2.7	0.4	2.6	2.2	0.3	4.8
Michigan	3.4	2.1	0.6	2.8	2.0	0.3	8.5
Minnesota	3.8	1.9	0.3	3.3	1.9	—	—
Mississippi	4.0	2.5	0.3	2.9	2.4	0.2	—
Missouri	3.3	2.2	0.2	2.7	2.1	0.1	3.3
Montana	4.0	2.2	0.4	2.7	2.1	0.1	0
Nebraska	3.9	2.4	0.4	3.1	2.2	0.1	3.9
Nevada	—	—	—	—	—	—	—
New Hampshire	—	—	—	—	—	—	—
New Jersey	3.9	3.1	0.1	2.9	2.1	0.2	7.5
New Mexico	4.0	2.9	0.3	2.9	2.1	0.2	—
New York	4.0	2.1	0.1	4.0	2.0	1.3	5.0
North Carolina	3.9	2.6	0	2.5	2.5	—	0
North Dakota	4.0	2.4	0.3	3.0	2.3	0.1	—
Ohio	3.7	2.1	0	2.6	1.5	0	—
Oklahoma	4.0	2.4	0.3	2.6	2.3	0.2	—
Oregon	4.0	2.0	0.3	3.2	2.0	0.3	—
Pennsylvania	3.9	3.2	0.4	3.5	3.1	0.3	3.3
Rhode Island	—	—	—	—	—	—	—
South Carolina	4.0	3.0	—	2.9	2.1	0.2	0
South Dakota	4.0	2.4	0.7	3.1	2.3	0.2	—
Tennessee	4.0	2.5	0.5	2.2	2.3	0.1	—
Texas	4.0	3.0	0.5	3.0	2.3	0.5	—
Utah	3.8	2.2	0.5	2.7	2.1	—	0
Vermont	—	—	—	—	—	—	—
Virginia	4.0	2.5	0.2	3.1	2.3	0.6	—
Washington	3.7	2.1	0.2	3.0	2.1	0	9.9
West Virginia	4.0	2.4	0.1	3.2	2.1	0.1	0
Wisconsin	4.0	2.1	0.2	3.1	2.1	—	—
Wyoming	3.8	2.3	0.3	2.9	2.2	0.1	0

—Too few cases for a reliable estimate.

NOTE: Due to a change in item wording between the 1990–91 and 1993–94 questionnaires, this table uses a slightly different subsample of schools than the similar table published in the 1990–91 report. In 1990–91 the questions were asked of private schools and public districts that served 12th graders, and in 1993–94 they were asked of private schools & public districts that offered regular high school diplomas.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (District and School Questionnaires).

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Table A7—Percentage distribution of public school teachers by sex and race–ethnicity, percent minority teachers, and average teacher age, by state: 1993–94

	Sex		Race–ethnicity						
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.	% Minority (nonwhite)	Average age
TOTAL	27.1	72.9	86.5	7.4	4.2	0.8	1.1	13.5	43.1
Alabama	19.1	80.9	80.8	17.2	0.6	1.0	0.4	19.2	42.3
Alaska	35.7	64.3	89.3	1.4	2.4	5.4	1.5	10.7	42.5
Arizona	29.3	70.7	84.1	1.1	11.3	2.5	1.0	15.9	42.7
Arkansas	19.5	80.5	87.6	11.0	0.6	0.7	—	12.4	41.6
California	27.7	72.3	79.3	4.7	10.8	1.2	4.1	20.7	44.7
Colorado	28.8	71.2	89.7	1.6	7.3	0.7	0.7	10.3	43.3
Connecticut	30.4	69.6	94.7	3.2	1.6	—	0.4	5.3	44.9
Delaware	28.7	71.3	88.2	9.9	—	—	—	11.8	43.0
District of Columbia	24.1	75.9	12.8	83.6	3.0	0	—	87.2	45.5
Florida	21.2	78.8	77.1	15.1	7.2	0.4	0.2	22.9	43.0
Georgia	16.4	83.6	75.2	22.9	1.2	0.3	0.3	24.8	40.8
Hawaii	21.5	78.5	23.2	—	3.7	0.4	72.4	76.8	43.1
Idaho	34.4	65.6	97.6	0	1.5	0.2	0.8	2.4	42.3
Illinois	27.5	72.5	86.6	10.6	2.3	0.2	0.3	13.4	43.6
Indiana	30.2	69.8	95.5	2.4	1.0	0.7	0.4	4.5	43.6
Iowa	33.7	66.3	97.8	—	1.2	0.6	0.4	2.2	43.6
Kansas	29.1	70.9	96.7	1.0	1.2	1.0	0.1	3.3	42.0
Kentucky	24.3	75.7	94.3	3.5	1.3	0.7	0.1	5.7	41.8
Louisiana	19.4	80.6	75.5	22.4	0.9	0.7	0.5	24.5	41.8
Maine	28.6	71.4	99.5	0	—	0.2	—	0.5	43.8
Maryland	23.4	76.6	82.5	14.4	1.7	—	1.3	17.5	42.2
Massachusetts	31.0	69.0	92.6	2.4	3.3	0.9	0.9	7.4	45.5
Michigan	31.0	69.0	90.1	7.8	1.3	0.7	0.2	9.9	44.4
Minnesota	37.6	62.4	97.7	0.6	0.9	0.5	0.3	2.3	43.5
Mississippi	19.0	81.0	76.1	22.5	0.8	0.3	0.2	23.9	42.5
Missouri	26.0	74.0	91.6	5.8	1.7	0.8	0.1	8.4	41.8
Montana	34.2	65.8	96.2	0	0.8	2.5	0.4	3.8	42.0
Nebraska	29.7	70.3	99.4	—	—	0	0	0.6	42.4
Nevada	24.2	75.8	87.4	5.9	4.6	1.0	1.2	12.6	42.5
New Hampshire	27.7	72.3	98.4	0	0.5	0.9	—	1.6	43.0
New Jersey	25.1	74.9	90.2	5.7	3.1	0.2	0.9	9.8	45.3
New Mexico	26.5	73.5	73.5	1.0	23.6	1.5	0.3	26.5	42.4
New York	31.1	68.9	84.7	5.9	7.9	0.7	0.8	15.3	43.8
North Carolina	20.3	79.7	83.1	13.3	1.3	1.4	0.9	16.9	41.7
North Dakota	33.1	66.9	98.0	0	0.6	1.3	—	2.0	41.5
Ohio	31.4	68.6	93.3	5.8	0.1	0.5	0.2	6.7	42.9
Oklahoma	27.6	72.4	88.1	2.3	1.8	7.2	0.6	11.9	41.7
Oregon	38.1	61.9	95.7	0.5	2.2	0.6	1.0	4.3	44.3
Pennsylvania	33.8	66.2	92.4	6.0	0.9	0.5	0.3	7.6	43.8
Rhode Island	24.2	75.8	96.8	1.8	0.9	—	0	3.2	43.9
South Carolina	16.9	83.1	81.7	16.3	0.9	0.8	—	18.3	41.1
South Dakota	26.1	73.9	98.6	0.3	0.5	0.5	—	1.4	41.3
Tennessee	22.5	77.5	84.2	14.8	0.4	0.4	0.2	15.8	43.0
Texas	24.3	75.7	81.1	5.0	13.1	0.6	0.2	18.9	41.6
Utah	30.3	69.7	95.9	—	2.5	0.4	1.0	4.1	43.5
Vermont	26.6	73.4	97.7	—	1.1	—	—	2.3	43.5
Virginia	18.0	82.0	83.7	14.7	0.8	0.1	0.6	16.3	41.9
Washington	33.5	66.5	94.9	0.5	1.6	1.0	2.0	5.1	43.1
West Virginia	27.6	72.4	97.8	1.4	0.5	0.4	0	2.2	43.4
Wisconsin	36.9	63.1	97.3	1.2	0.8	0.4	0.3	2.7	43.0
Wyoming	34.8	65.2	96.0	—	2.2	1.1	0.5	4.0	42.9

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table A8—Percentage distribution of private school teachers by sex and race–ethnicity, percent minority teachers, and average teacher age, by private school affiliation: 1993–94

	Sex		Race–ethnicity						
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.	% Minority (nonwhite)	Average age
TOTAL	24.6	75.4	91.9	3.1	3.2	0.4	1.4	8.1	41.6
Catholic	21.2	78.8	92.3	2.8	3.6	0.3	1.0	7.7	42.2
Episcopal	38.7	61.3	89.6	2.3	5.3	1.0	1.7	10.4	42.9
Friends	26.1	73.9	88.5	4.5	6.7	—	0	11.5	42.5
Society of Seventh-Day Adventist	38.3	61.7	85.6	8.0	3.9	—	1.8	14.4	43.2
Hebrew Day	36.2	63.8	97.0	—	—	0	0	3.0	40.4
Solomon Schechter	12.0	88.0	97.1	0	—	0	—	2.9	45.8
Other Jewish	24.2	75.8	97.5	—	—	0	—	2.5	42.6
Christian Schools Intl.	31.7	68.3	96.6	0.6	2.4	—	0	3.4	40.1
Assoc of Christian Schools Intl.	20.9	79.1	89.1	6.4	2.6	—	1.8	10.9	40.0
Lutheran, Missouri Synod	29.2	70.8	98.5	0.9	0.4	0	—	1.5	42.3
Lutheran, Wisconsin Synod	45.3	54.7	98.8	0	0.9	—	0	1.2	41.0
Evangelical Lutheran	7.9	92.1	81.9	3.6	12.1	—	2.0	18.1	41.2
Other Lutheran	36.7	63.3	98.2	0	0	—	0	—	43.7
Montessori	8.3	91.7	80.7	4.8	6.3	1.4	6.8	19.3	41.5
National Assoc. of Private Schools for Exceptional Children	22.7	77.3	91.7	6.5	1.7	0	—	8.3	38.0
National Assoc. of Independent Schools	31.8	68.2	93.1	1.7	3.2	—	1.7	6.9	43.2
Military	75.0	25.0	98.5	0	0	0	—	—	46.7
National Independent Private Schools Assoc.	22.2	77.8	93.0	—	4.3	0	1.9	7.0	39.1
Other	23.3	76.7	90.1	3.5	4.2	0.8	1.3	9.9	40.0

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table A9—Percentage distribution of public school principals by sex and race–ethnicity, percent minority principals, and average principal age, by state: 1993–94

	Sex		Race–ethnicity						
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.	% Minority (nonwhite)	Average age
TOTAL	65.5	34.5	84.3	10.1	4.1	0.8	0.8	15.7	47.7
Alabama	70.3	29.7	79.0	18.8	—	1.0	0	21.0	48.1
Alaska	69.3	30.7	87.3	1.8	1.6	7.1	2.2	12.7	47.6
Arizona	62.6	37.4	77.3	3.2	16.8	2.0	—	22.7	47.0
Arkansas	69.6	30.4	83.5	15.8	0	—	0	16.5	45.8
California	51.3	48.7	74.3	9.0	13.4	—	3.1	25.7	49.2
Colorado	67.4	32.6	84.8	2.2	11.8	1.2	0	15.2	45.9
Connecticut	72.9	27.1	88.3	10.1	1.2	—	0	11.7	50.3
Delaware	65.7	34.3	80.7	19.3	0	0	0	19.3	48.0
District of Columbia	44.0	56.0	0	96.2	—	—	0	100.0	50.0
Florida	46.6	53.4	76.9	15.6	6.5	0	—	23.1	48.6
Georgia	62.3	37.7	73.9	25.8	—	—	0	26.1	48.1
Hawaii	43.3	56.7	19.6	—	—	0	76.0	80.4	50.0
Idaho	73.7	26.3	97.6	0	1.4	0	—	2.4	47.4
Illinois	68.6	31.4	82.1	14.7	2.2	—	—	17.9	47.4
Indiana	79.0	21.0	89.5	7.2	2.6	—	0	10.5	47.9
Iowa	79.5	20.5	97.1	—	—	—	0	2.9	47.4
Kansas	71.6	28.4	94.3	4.1	1.2	—	0	5.7	45.9
Kentucky	74.0	26.0	95.7	3.1	—	—	0	4.3	47.0
Louisiana	59.5	40.5	64.1	34.7	1.3	0	0	35.9	48.8
Maine	63.0	37.0	99.8	0	0	—	0	—	46.1
Maryland	58.2	41.8	75.3	24.2	—	—	0	24.7	48.9
Massachusetts	73.7	26.3	94.5	4.3	—	—	0	5.5	50.4
Michigan	62.3	37.7	81.3	18.0	0	—	0	18.7	48.1
Minnesota	69.6	30.4	96.2	2.2	—	—	0	3.8	47.5
Mississippi	67.5	32.5	70.5	28.8	—	—	0	29.5	46.6
Missouri	68.5	31.5	90.5	7.9	—	—	0	9.5	46.9
Montana	74.0	26.0	95.2	—	—	3.9	0	4.8	46.1
Nebraska	80.8	19.2	94.1	1.8	—	—	0	5.9	46.4
Nevada	58.0	42.0	85.5	8.7	4.0	—	0	14.5	47.7
New Hampshire	71.2	28.8	99.2	0	—	0	0	—	47.1
New Jersey	64.8	35.2	87.5	12.4	—	0	0	12.5	49.2
New Mexico	55.5	44.5	58.9	—	38.5	2.2	0	41.1	46.5
New York	64.5	35.5	84.9	10.7	3.5	—	0.6	15.1	48.2
North Carolina	74.9	25.1	80.1	17.2	—	1.9	0	19.9	48.2
North Dakota	67.8	32.2	98.7	0	0	1.0	—	1.3	46.0
Ohio	70.6	29.4	92.1	7.9	0	0	0	7.9	46.9
Oklahoma	66.2	33.8	88.5	4.0	—	7.3	0	11.5	45.6
Oregon	63.4	36.6	92.7	2.5	3.3	—	0	7.3	47.4
Pennsylvania	73.5	26.5	89.6	8.0	2.0	0	—	10.4	47.4
Rhode Island	63.2	36.8	97.9	—	—	0	—	2.1	48.0
South Carolina	69.1	30.9	80.9	19.1	0	0	0	19.1	47.1
South Dakota	74.4	25.6	98.4	0	—	—	0	1.6	46.3
Tennessee	65.1	34.9	83.5	16.0	0	—	0	16.5	48.2
Texas	58.7	41.3	76.4	7.2	15.2	0.6	—	23.6	47.5
Utah	69.0	31.0	94.4	1.2	2.6	—	—	5.6	48.6
Vermont	71.1	28.9	99.3	0	0	—	0	—	45.3
Virginia	60.4	39.6	80.3	17.5	—	0	—	19.7	46.2
Washington	59.7	40.3	88.4	5.3	1.2	2.0	3.2	11.6	47.1
West Virginia	68.0	32.0	95.7	2.4	1.9	0	0	4.3	46.2
Wisconsin	75.6	24.4	93.2	5.6	—	—	0	6.8	47.6
Wyoming	87.6	12.4	99.3	0	0	—	0	—	46.5

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

Table A10—Percentage distribution of private school principals by sex and race–ethnicity, percent minority principals, and average principal age, by private school affiliation: 1993–94

	Sex		Race–ethnicity						
	Male	Female	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/ Pac. Isl.	% Minority (nonwhite)	Average age
TOTAL	46.4	53.6	92.5	4.2	2.1	0.5	0.7	7.5	47.1
Catholic	23.6	76.4	92.8	3.2	3.3	0.7	0	7.2	49.4
Episcopal	48.3	51.7	97.2	—	—	0	0	—	50.3
Friends	41.7	58.3	97.1	—	0	0	0	—	48.1
Society of Seventh-Day Adventist	63.0	37.0	92.3	6.9	0	—	—	7.7	45.3
Hebrew Day	69.4	30.6	98.2	0	—	0	0	—	47.8
Solomon Schechter	37.6	62.4	97.5	—	0	0	0	—	47.5
Other Jewish	51.0	49.0	97.7	0	—	0	0	—	48.3
Christian Schools Intl.	67.2	32.8	90.7	—	—	0	—	9.3	48.1
Assoc of Christian Schools Intl.	63.2	36.8	93.6	5.6	0	—	0	6.4	45.0
Lutheran, Missouri Synod	85.9	14.1	96.2	—	—	0	—	3.8	46.6
Lutheran, Wisconsin Synod	99.4	—	99.7	—	0	0	0	—	40.5
Evangelical Lutheran	24.7	75.3	96.7	2.5	—	0	0	3.3	48.0
Other Lutheran	75.7	24.3	97.6	0	0	—	0	—	43.8
Montessori	4.5	95.5	87.1	—	0	0	10.8	12.9	47.6
National Assoc of Private Schools for Exceptional Children	44.2	55.8	92.5	5.9	—	—	0	7.5	46.0
National Assoc of Independent Schools	66.5	33.5	91.9	—	—	0	3.5	8.1	49.4
Military	96.0	—	100.0	0	0	0	0	0	45.3
National Independent Private Schools Assoc	45.6	54.4	96.8	0	—	0	—	—	49.8
Other	52.7	47.3	91.8	4.4	2.6	—	—	8.2	45.5

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

Table A11—Percentage distribution of public schools by percent minority teachers, average percent minority teachers, and percentage with minority principals, by state: 1993–94

	Percent minority teachers				Average percent minority teachers	Percent with minority principal
	None	1–9%	10–29%	30%+		
TOTAL	42.3	23.3	20.6	13.9	12.3	15.7
Alabama	12.7	18.2	43.7	25.4	22.4	21.0
Alaska	35.5	20.6	32.1	11.8	13.3	12.7
Arizona	21.9	38.1	23.4	16.7	14.4	22.7
Arkansas	43.0	19.7	21.1	16.3	12.5	16.5
California	16.9	28.2	35.0	19.9	17.4	25.7
Colorado	27.8	33.6	32.0	6.6	10.4	15.2
Connecticut	48.6	32.1	10.2	9.1	6.6	11.7
Delaware	0	29.4	70.6	0	12.4	19.3
Dist. of Columbia	0	0	0	100.0	91.0	100.0
Florida	5.9	29.5	43.4	21.2	20.7	23.1
Georgia	14.4	29.8	25.1	30.7	24.8	26.1
Hawaii	0	0	—	99.0	78.7	80.4
Idaho	69.6	24.4	3.3	—	2.6	2.4
Illinois	56.9	14.6	11.8	16.6	13.6	17.9
Indiana	60.1	25.3	10.6	4.0	5.0	10.5
Iowa	77.8	20.1	2.1	0	1.2	2.9
Kansas	65.3	18.7	14.8	—	4.3	5.7
Kentucky	59.1	28.4	11.1	—	4.0	4.3
Louisiana	4.7	18.4	38.9	38.0	28.4	35.9
Maine	90.9	8.8	—	—	0.4	—
Maryland	13.6	25.8	34.7	25.9	21.9	24.7
Massachusetts	56.8	25.9	9.0	8.3	6.2	5.5
Michigan	60.6	17.5	7.7	14.2	11.9	18.7
Minnesota	72.3	21.2	6.5	0	2.0	3.8
Mississippi	6.1	14.3	42.0	37.6	29.0	29.5
Missouri	65.9	17.8	7.6	8.8	7.1	9.5
Montana	77.8	11.8	6.8	3.5	3.4	4.8
Nebraska	87.7	9.3	3.0	0	0.9	5.9
Nevada	17.9	35.4	41.9	4.8	10.7	14.5
New Hampshire	87.2	12.8	0	0	0.3	—
New Jersey	30.7	40.1	13.0	11.2	10.6	12.5
New Mexico	9.3	12.7	35.0	43.0	31.9	41.1
New York	38.0	28.0	15.1	18.9	15.2	15.1
North Carolina	10.8	19.1	50.2	19.9	18.7	19.9
North Dakota	91.7	5.7	2.3	—	1.0	1.3
Ohio	64.7	14.1	13.3	7.8	5.8	7.9
Oklahoma	27.1	27.4	35.1	10.4	11.4	11.5
Oregon	58.4	27.7	13.9	0	3.5	7.3
Pennsylvania	66.5	17.0	8.3	8.2	6.5	10.4
Rhode Island	66.6	22.7	9.5	—	2.9	2.1
South Carolina	4.2	26.9	48.5	20.4	20.4	19.1
South Dakota	84.7	9.9	2.5	—	3.7	1.6
Tennessee	40.7	25.1	19.7	14.5	12.4	16.5
Texas	22.1	28.1	25.7	24.1	19.3	23.6
Utah	49.3	38.3	9.7	2.7	4.3	5.6
Vermont	83.3	15.1	0	—	2.2	—
Virginia	16.2	30.7	39.5	13.7	16.1	19.7
Washington	49.3	31.1	16.3	3.3	5.2	11.6
West Virginia	82.8	12.5	4.0	—	1.5	4.3
Wisconsin	67.8	20.8	10.6	—	2.9	6.8
Wyoming	67.7	26.3	5.2	—	2.8	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

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Table A12—Percentage distribution of private schools by percent minority teachers, average percent minority teachers, and percentage with minority principals, by private school affiliation: 1993–94

	Percent minority teachers				Average percent minority teachers	Percent with minority principal
	None	1–9%	10–29%	30%+		
TOTAL	65.5	13.1	11.9	9.5	8.9	7.5
Catholic	61.0	18.2	11.8	9.1	8.2	7.2
Episcopal	37.5	29.4	21.8	11.4	10.1	—
Friends	30.5	17.6	34.0	17.9	12.2	—
Society of Seventh-Day Adventist	76.1	2.6	12.2	9.0	10.0	7.7
Hebrew Day	84.2	14.3	—	0	0.9	—
Solomon Schechter	68.3	26.8	—	—	2.8	—
Other Jewish	84.4	9.1	6.0	—	1.2	—
Christian Schools Intl.	78.4	12.0	—	—	3.3	9.3
Assoc of Christian Schools Intl.	55.9	14.9	14.6	14.6	11.8	6.4
Lutheran, Missouri Synod	83.8	3.0	10.3	3.0	2.9	3.8
Lutheran, Wisconsin Synod	96.8	—	—	—	0.8	—
Evangelical Lutheran	41.3	9.4	41.2	8.1	15.9	3.3
Other Lutheran	95.7	0	—	0	—	—
Montessori	51.9	5.1	20.4	22.6	15.7	12.9
National Assoc. of Private Schools for Exceptional Children	49.0	16.1	28.4	6.4	10.2	7.5
National Assoc. of Independent Schools	30.4	47.0	15.1	7.4	8.4	8.1
Military	—	—	—	0	—	0
National Independent Private Schools Assoc.	55.1	33.1	8.3	—	5.3	8.2
Other	72.5	7.4	10.2	9.9	9.8	—

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table A13—Percentage distribution of teachers and principals in public schools by highest degree earned and average years of teaching experience, and principals' average years of teaching experience before becoming principals, by state: 1993–94

	Teachers						Principals			
	Less than bachelor's	Bachelor's	Master's	Ed specialist	PhD or prof. degree	Avg. yrs. teaching exp.	Less than master's	Master's	More than master's	Avg. yrs. tchg. exp. before principal
TOTAL	0.7	52.0	42.0	4.6	0.7	15.2	1.4	63.4	35.2	11.2
Alabama	2.4	38.5	52.6	7.8	0.7	14.3	—	42.7	55.7	11.7
Alaska	1.2	59.0	35.3	4.2	0.2	13.7	7.4	69.1	23.5	8.8
Arizona	0.7	51.4	43.3	4.0	0.7	13.3	—	66.5	30.5	10.4
Arkansas	—	64.9	32.5	1.8	0.5	14.1	0	72.4	27.6	9.3
California	0.9	58.6	32.6	6.8	1.0	15.4	4.2	68.2	27.5	11.6
Colorado	1.1	46.5	49.4	2.5	0.5	14.5	—	62.3	37.3	11.0
Connecticut	0.8	19.6	62.4	15.7	1.4	17.3	—	16.6	83.1	11.8
Delaware	—	46.0	48.3	5.1	—	15.6	0	73.9	26.1	12.3
District of Columbia	0	41.2	54.4	2.4	2.0	17.6	0	76.2	23.8	12.6
Florida	1.1	57.2	37.0	3.3	1.4	14.0	0	70.9	29.1	10.6
Georgia	0.7	48.9	42.5	7.7	0.2	13.0	0	13.7	86.3	11.8
Hawaii	1.9	47.8	21.7	27.5	1.0	14.7	15.8	50.9	33.3	14.1
Idaho	0.8	74.4	21.7	2.6	0.6	12.9	—	67.1	31.0	10.3
Illinois	0.4	49.7	46.1	3.4	0.5	16.1	—	68.1	31.7	12.3
Indiana	0.7	21.4	72.9	4.9	—	16.1	0	54.9	45.1	11.3
Iowa	0	67.3	31.3	1.2	0.2	16.7	—	75.4	24.0	10.0
Kansas	—	53.5	42.8	2.3	1.1	14.2	0	70.2	29.8	9.9
Kentucky	0.3	23.4	56.8	18.7	0.8	14.8	0	40.3	59.7	11.7
Louisiana	0.8	60.5	31.2	6.9	0.5	14.0	0	66.3	33.7	13.3
Maine	1.3	68.4	28.4	1.6	0.2	15.1	7.7	68.6	23.7	10.6
Maryland	0.3	43.3	49.6	6.2	0.6	15.4	0	78.3	21.7	11.6
Massachusetts	1.6	38.8	54.8	3.9	0.9	17.8	—	66.6	31.7	12.1
Michigan	0	46.6	48.1	4.7	0.6	17.5	0.3	61.9	37.7	11.9
Minnesota	0.1	63.4	33.6	2.6	0.4	16.6	2.5	19.8	77.8	10.9
Mississippi	1.4	56.3	37.5	4.3	0.4	14.4	—	58.2	41.3	11.7
Missouri	0.5	54.3	42.4	2.2	0.6	14.3	0	53.0	47.0	10.4
Montana	0.4	71.3	26.0	1.8	0.5	14.0	4.2	86.7	9.1	10.4
Nebraska	—	61.5	36.0	1.9	0.4	15.8	—	59.1	39.2	10.1
Nevada	—	50.5	42.8	5.7	0.6	12.9	—	69.8	28.4	11.1
New Hampshire	0.6	60.2	35.9	2.6	0.7	14.9	—	69.3	28.4	10.0
New Jersey	0.5	56.2	37.4	4.8	1.0	17.5	—	72.9	26.7	11.4
New Mexico	0.5	53.2	43.6	2.2	0.4	12.6	—	73.7	25.5	11.8
New York	0.1	25.0	68.1	5.3	1.5	15.8	0	40.8	59.2	12.7
North Carolina	1.4	61.8	35.0	1.2	0.5	14.3	0	46.0	54.0	10.0
North Dakota	0.9	79.3	18.0	1.6	—	14.5	32.2	59.1	8.8	8.9
Ohio	1.5	53.2	41.8	3.1	0.4	16.1	0	80.8	19.2	11.2
Oklahoma	—	56.9	39.5	3.2	0.4	13.4	—	71.6	27.6	10.7
Oregon	0.6	51.5	43.1	4.0	0.8	15.4	—	61.5	36.5	10.8
Pennsylvania	0.5	46.7	45.6	6.9	0.3	17.9	—	63.7	36.1	11.6
Rhode Island	0	40.1	53.3	5.7	1.0	17.0	0	73.1	26.9	13.4
South Carolina	1.5	48.8	43.4	5.6	0.7	14.0	0	53.9	46.1	10.0
South Dakota	—	75.1	23.2	1.5	—	14.4	0	82.2	17.8	9.4
Tennessee	0.9	51.2	42.0	4.8	1.2	15.1	—	67.2	30.7	11.0
Texas	0.8	69.7	26.8	1.8	0.9	12.9	1.0	75.6	23.4	11.4
Utah	1.4	70.6	23.5	4.2	0.4	12.8	—	55.4	41.5	12.0
V[illegible]ont	—	49.4	47.5	2.1	—	15.0	10.5	63.5	26.0	9.8
Virginia	1.4	64.4	31.3	2.4	0.5	14.4	—	76.7	23.1	9.2
Washington	1.6	56.3	37.5	3.6	1.0	14.3	—	75.7	21.6	10.6
West Virginia	0.9	41.7	53.1	4.3	—	16.4	0	84.0	16.0	8.6
Wisconsin	—	59.3	38.1	1.7	0.6	16.7	—	68.1	29.9	10.7
Wyoming	0.3	71.3	26.5	1.4	0.4	15.0	—	68.8	28.7	9.6

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

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Table A14—Percentage distribution of private school teachers and principals by highest degree earned, teachers average years of teaching experience, percent of principals who taught before becoming principals, their average years of teaching experience before becoming principals, by private school affiliation: 1993–94

	Teachers						Principals			
	Less than bachelor's	Bachelor's	Master's	Ed specialist	PhD or prof. degree	Avg. yrs. teaching exp.	Less than master's	Master's	More than master's	Avg. yrs. tchg. exp. before principal
TOTAL	6.7	59.0	29.8	2.9	1.7	12.2	34.3	51.6	14.1	10.8
Catholic	3.1	63.3	29.9	2.7	1.0	13.0	12.1	73.3	14.6	14.0
Episcopal	2.3	51.2	39.5	2.0	5.0	12.5	19.2	54.7	26.1	11.0
Friends	2.5	44.4	46.9	4.6	—	12.0	18.6	59.9	21.5	10.2
Society of Seventh-Day Adventist	2.0	51.9	44.1	—	—	14.2	55.7	41.9	2.4	10.4
Hebrew Day	34.1	28.6	28.7	3.8	4.8	12.7	15.6	37.2	47.2	12.2
Solomon Schechter	2.1	51.6	36.7	7.1	2.5	14.0	9.9	45.0	45.1	10.3
Other Jewish	7.6	47.5	33.8	7.5	3.6	12.8	22.7	35.4	41.8	10.5
Christian Schools Intl.	1.2	65.3	31.0	1.2	—	12.0	39.1	52.0	3.9	8.6
Assoc of Christian Schools Intl.	12.8	65.9	19.1	2.1	—	9.3	36.1	56.9	7.0	8.2
Lutheran, Missouri Synod	1.0	70.0	27.5	1.3	—	15.2	36.7	58.3	5.0	10.3
Lutheran, Wisconsin Synod	5.4	73.2	20.8	—	—	14.1	64.4	34.2	—	8.5
Evangelical Lutheran	3.7	79.8	13.7	1.7	1.0	10.1	28.9	62.3	8.8	9.1
Other Lutheran	5.4	69.6	23.1	—	0	13.9	73.2	19.5	7.3	—
Montessori	18.0	50.0	15.1	16.1	—	9.0	38.1	31.7	30.2	7.5
National Assoc. of Private Schools for Exceptional Children	4.5	63.1	24.5	4.7	—	9.5	4.3	61.6	34.2	8.6
National Assoc. of Independent Schools	1.3	46.7	45.0	3.6	3.5	13.8	12.8	61.4	25.7	11.6
Military	0	35.7	53.4	—	7.7	13.9	—	—	—	—
National Independent Private Schools Assoc.	3.8	76.6	17.6	—	—	10.5	17.5	73.0	9.6	12.4
Other	14.5	56.4	24.5	2.8	1.7	10.0	55.3	32.2	12.4	8.1

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

Table A15—Average class size for teachers in departments and self-contained classrooms, by selected school characteristics: 1993–94

	Teachers in departments	Teachers in self-contained classrooms
TOTAL	23.2	25.2
Alabama	23.5	23.2
Alaska	21.4	23.4
Arizona	25.3	26.7
Arkansas	21.0	21.6
California	28.9	30.1
Colorado	24.5	25.3
Connecticut	19.5	21.8
Delaware	23.7	24.8
District of Columbia	21.0	22.1
Florida	26.1	27.7
Georgia	24.0	22.8
Hawaii	22.7	23.8
Idaho	23.4	25.2
Illinois	23.5	25.5
Indiana	23.0	22.7
Iowa	21.4	24.1
Kansas	20.6	21.0
Kentucky	23.1	24.6
Louisiana	22.9	24.2
Maine	18.5	21.9
Maryland	24.4	28.7
Massachusetts	20.9	24.8
Michigan	24.8	27.6
Minnesota	25.5	26.4
Mississippi	22.6	24.4
Missouri	22.2	25.5
Montana	19.3	21.5
Nebraska	18.5	22.5
Nevada	25.9	26.9
New Hampshire	20.5	22.5
New Jersey	19.9	24.4
New Mexico	23.3	24.5
New York	23.1	24.2
North Carolina	22.5	25.7
North Dakota	19.6	22.1
Ohio	22.2	24.9
Oklahoma	20.4	23.4
Oregon	23.6	26.1
Pennsylvania	23.7	25.5
Rhode Island	21.4	23.3
South Carolina	22.2	23.6
South Dakota	21.2	20.7
Tennessee	24.8	25.5
Texas	22.1	22.4
Utah	28.3	28.7
Vermont	18.7	20.4
Virginia	21.2	23.2
Washington	25.3	28.6
West Virginia	22.3	24.0
Wisconsin	23.0	23.8
Wyoming	19.2	23.1

NOTE: Includes full- and part-time teachers. Excludes special education teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table A16—Average class size for teachers in departments and self-contained classrooms, by selected school characteristics: 1993–94

	Teachers in departments	Teachers in self-contained classrooms
TOTAL	19.1	22.5
Catholic	22.9	25.8
Episcopal	16.0	17.3
Friends	14.2	17.0
Society of Seventh-Day Adventist	19.8	16.8
Hebrew Day	17.9	23.5
Solomon Schechter	17.7	20.7
Other Jewish	17.5	18.5
Christian Schools Intl.	21.9	20.5
Assoc. of Christian Schools Intl.	18.0	20.0
Lutheran, Missouri Synod	20.8	22.8
Lutheran, Wisconsin Synod	21.2	20.8
Evangelical Lutheran	18.9	19.0
Other Lutheran	—	17.3
Montessori	—	21.9
National Assoc. of Private Schools for Exceptional Children	8.5	—
National Assoc. of Independent Schools	14.7	20.4
Military	15.3	—
National Independent Private Schools Assoc.	—	22.2
Other	15.1	19.1

NOTE: Includes full- and part-time teachers. Excludes special education teachers.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table A17—Percentage of full-time public school teachers who received various types of compensation in addition to their regular salary, by state: 1993–94

	Other school-year compensation[1]	Summer supplemental salary[2]	Non-school income[3]	Other earned income[4]
TOTAL	34.9	17.2	24.8	13.9
Alabama	15.6	11.6	24.8	3.4
Alaska	41.3	11.2	30.3	16.5
Arizona	36.1	19.8	27.0	14.9
Arkansas	19.9	13.8	25.6	4.1
California	34.1	21.9	20.6	8.9
Colorado	37.4	11.9	25.5	5.5
Connecticut	27.7	15.2	22.4	4.9
Delaware	34.2	19.0	24.9	6.3
District of Columbia	29.9	26.9	25.7	4.9
Florida	32.5	30.1	22.1	6.9
Georgia	24.4	11.9	22.6	14.4
Hawaii	23.0	21.9	23.1	5.4
Idaho	35.2	15.5	33.2	9.8
Illinois	44.0	19.8	25.9	6.1
Indiana	39.7	23.3	23.4	7.4
Iowa	41.1	19.9	29.0	34.8
Kansas	53.2	18.6	32.7	5.7
Kentucky	40.9	17.8	19.6	4.9
Louisiana	20.9	11.0	20.8	13.7
Maine	36.0	12.6	32.0	7.6
Maryland	34.3	20.1	31.9	6.3
Massachusetts	28.3	14.8	31.6	9.9
Michigan	35.1	11.1	20.6	6.7
Minnesota	40.3	18.8	30.5	3.9
Mississippi	14.6	12.5	22.7	3.0
Missouri	43.7	22.2	29.0	18.4
Montana	42.4	13.0	37.3	5.3
Nebraska	52.2	13.6	31.1	50.1
Nevada	33.2	13.7	23.1	12.1
New Hampshire	29.6	14.5	36.4	5.7
New Jersey	37.5	19.6	27.3	6.1
New Mexico	34.3	13.7	26.7	5.1
New York	35.3	20.9	23.5	12.4
North Carolina	31.4	17.1	25.6	59.4
North Dakota	46.0	18.5	35.9	3.4
Ohio	43.1	11.1	23.8	5.2
Oklahoma	42.5	15.0	27.3	6.7
Oregon	36.3	9.1	25.4	4.4
Pennsylvania	35.2	9.2	24.1	4.9
Rhode Island	23.3	9.6	24.9	9.3
South Carolina	22.0	10.5	22.5	38.2
South Dakota	45.1	14.0	35.5	9.1
Tennessee	23.6	19.7	26.4	42.6
Texas	32.8	15.2	22.8	34.6
Utah	46.5	15.7	30.3	37.3
Vermont	25.9	17.8	32.4	3.0
Virginia	28.8	23.1	22.4	6.7
Washington	55.1	12.2	23.3	13.3
West Virginia	26.1	9.7	20.9	8.0
Wisconsin	45.2	20.9	31.1	3.5
Wyoming	46.6	16.5	27.5	5.4

[1] Includes additional compensation from their school or school system for additional responsibilities such as coaching, student activity sponsorship, or teaching evening classes.

[2] Includes teaching summer school or working in a nonteaching job at their own or any other school.

[3] Includes nonschool summer jobs and school-year jobs outside their school system.

[4] Includes all other earned income, such as a merit pay bonus or state supplement.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires)

Table A18—Percentage of full-time private school teachers who received various types of compensation, by private school affiliation: 1993–94

	Other school-year compensation[1]	Summer supplemental salary[2]	Non-school income[3]	Other earned income[4]
TOTAL	21.3	20.8	31.0	7.7
Catholic	22.5	15.8	29.7	5.3
Episcopal	20.8	23.1	29.5	8.9
Friends	16.3	21.6	30.3	9.2
Society of Seventh-Day Adventist	2.1	7.2	26.5	7.7
Hebrew Day	—	11.7	27.7	—
Solomon Schechter	20.7	11.2	36.5	5.4
Other Jewish	15.1	11.8	45.6	4.2
Christian Schools Intl.	34.3	14.3	36.3	6.0
Assoc. of Christian Schools Intl.	15.8	23.5	38.3	11.2
Lutheran, Missouri Synod	28.2	11.2	26.9	5.0
Lutheran, Wisconsin Synod	7.1	6.3	29.7	3.0
Evangelical Lutheran	21.3	24.1	29.1	17.1
Other Lutheran	12.0	8.3	37.7	—
Montessori	10.6	44.5	28.5	16.0
National Assoc. of Private Schools for Exceptional Children	18.8	29.7	27.3	9.3
National Assoc. of Independent Schools	24.9	29.2	27.8	10.9
Military	24.7	37.9	27.6	29.2
National Independent Private Schools Assoc.	12.9	17.8	34.2	11.6
Other	16.7	26.1	29.8	9.2

—Too few cases for a reliable estimate.

[1] Includes additional compensation from their school or school system for additional responsibilities such as coaching, student activity sponsorship, or teaching evening classes.

[2] Includes teaching summer school or working in a nonteaching job at their own or any other school.

[3] Includes nonschool summer jobs and school-year jobs outside their school system.

[4] Includes all other earned income, such as a merit pay bonus or state supplement.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table A19—Average base salary for full-time public school teachers, and average public school principal salary, by state: 1993–94

	Average teacher base salary	Average principal salary
TOTAL	$34,153	$54,858
Alabama	27,334	45,554
Alaska	45,754	65,982
Arizona	31,440	54,092
Arkansas	26,290	41,797
California	39,649	62,499
Colorado	32,310	52,585
Connecticut	48,142	76,803
Delaware	37,329	63,921
District of Columbia	42,022	66,616
Florida	30,892	57,684
Georgia	29,035	54,763
Hawaii	35,059	53,425
Idaho	26,233	45,293
Illinois	36,347	56,099
Indiana	35,356	54,325
Iowa	27,213	48,524
Kansas	28,861	49,932
Kentucky	30,399	52,279
Louisiana	24,422	43,237
Maine	29,950	46,769
Maryland	38,431	64,258
Massachusetts	37,510	56,960
Michigan	43,018	62,516
Minnesota	34,682	55,500
Mississippi	24,485	40,930
Missouri	27,946	47,529
Montana	26,452	42,382
Nebraska	25,582	45,569
Nevada	33,692	60,677
New Hampshire	33,485	51,193
New Jersey	45,370	75,863
New Mexico	26,737	42,068
New York	45,487	69,938
North Carolina	27,348	50,548
North Dakota	23,491	36,095
Ohio	33,754	53,409
Oklahoma	26,371	41,599
Oregon	33,953	51,798
Pennsylvania	41,065	60,995
Rhode Island	40,212	56,608
South Carolina	28,614	50,805
South Dakota	23,405	37,063
Tennessee	28,171	44,773
Texas	28,330	49,205
Utah	27,661	47,920
Vermont	33,326	49,234
Virginia	31,000	54,801
Washington	35,299	60,782
West Virginia	29,872	44,091
Wisconsin	35,231	54,956
Wyoming	28,706	47,649

NOTE: The averages were computed using only teachers with that type of compensation; consequently, the average in total earnings does not equal the sum of the averages for the various types of compensation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

Table A20—Average base salary for full-time private school teachers and average private school principal salary, by private school affiliation: 1993–94

	Average teacher base salary	Average principal salary
TOTAL	$21,968	$32,075
Catholic	21,744	28,995
Episcopal	26,824	49,692
Friends	27,765	51,536
Society of Seventh-Day Adventist	26,460	26,127
Hebrew Day	22,104	46,906
Solomon Schechter	29,274	59,885
Other Jewish	26,939	51,615
Christian Schools Intl.	23,988	35,847
Assoc. of Christian Schools Intl.	16,397	28,851
Lutheran, Missouri Synod	20,408	31,339
Lutheran, Wisconsin Synod	21,742	24,950
Evangelical Lutheran	18,696	30,156
Other Lutheran	18,641	24,250
Montessori	20,800	34,546
National Assoc. of Private Schools for Exceptional Children	26,640	53,664
National Assoc. of Independent Schools	29,531	68,037
Military	26,005	45,789
National Independent Private Schools Assoc.	20,570	42,261
Other	18,345	28,308

—Too few cases for a reliable estimate.

NOTE: The averages were computed using only teachers with that type of compensation; consequently, the average in total earnings does not equal the sum of the averages for the various types of compensation.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

Table A21—Percentage of private school principals who rated each of eight goals as their first, second, or third most important goal, by private school affiliation: 1993–94

	Basic literacy skills	Academic excellence	Occupational/ vocational skills	Work habits/ self-discipline	Personal growth	Human relations skills	Specific moral values	Religious/ spiritual development
TOTAL	46.4	62.0	5.9	41.5	43.7	11.7	27.8	61.0
Catholic	33.3	65.3	2.0	34.1	49.3	6.5	31.2	78.1
Episcopal	29.2	78.4	8.3	49.3	48.5	10.1	34.9	41.3
Friends	42.3	58.4	0	28.5	62.3	46.1	27.5	34.9
Society of Seventh-Day Adventist	46.7	47.7	—	41.8	42.3	10.1	24.4	85.9
Hebrew Day	33.0	61.8	—	28.8	55.4	5.5	35.1	74.6
Solomon Schechter	12.6	84.9	0	24.9	59.8	7.5	35.3	75.0
Other Jewish	29.6	74.2	—	29.4	53.6	8.6	45.1	57.7
Christian Schools Intl.	56.1	73.9	—	23.4	19.4	10.1	35.0	80.3
Assoc. of Christian Schools Intl.	46.6	70.9	3.0	32.9	23.6	6.5	30.5	86.0
Lutheran, Missouri Synod	55.5	57.6	—	40.6	28.0	9.1	21.0	85.4
Lutheran, Wisconsin Synod	62.9	40.5	—	59.8	7.3	—	36.3	90.7
Evangelical Lutheran	70.6	37.7	4.4	34.8	51.3	35.1	15.4	50.6
Other Lutheran	68.4	46.2	0	53.7	—	—	31.7	95.1
Montessori	55.0	48.4	—	82.1	74.3	33.3	6.0	0
National Assoc. of Private Schools for Exceptional Children	57.3	31.2	44.6	60.6	67.4	32.0	6.4	—
National Assoc. of Independent Schools	29.2	83.5	2.5	56.6	72.2	18.7	27.5	9.7
Military	73.3	—	0	—	—	—	—	—
National Independent Private Schools Assoc.	38.0	65.3	0	68.9	61.2	24.4	34.2	—
Other	62.0	55.0	10.8	46.0	43.3	17.1	22.9	43.0

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

Table A22—Percentage of teachers in public schools who perceived certain issues as serious problems in their schools, by state: 1993–94

	Student absen-teeism	Use of alcohol	Tardi-ness	Drug abuse	Verbal abuse of teachers	Unpre-pared to learn	Lack of parent involvement	Student apathy	Poverty	Disre-spect for teachers
TOTAL	14.4	9.3	10.5	5.7	11.1	28.8	27.6	23.6	19.5	18.5
Alabama	12.3	8.7	11.3	4.8	12.1	35.0	31.5	29.0	21.6	22.7
Alaska	20.9	13.5	14.4	9.6	9.6	26.7	31.6	21.4	15.1	16.1
Arizona	26.5	9.9	15.0	7.3	10.1	33.4	35.4	26.4	27.3	16.3
Arkansas	11.1	12.0	5.6	5.9	11.3	33.0	29.2	26.4	25.8	21.0
California	20.2	6.4	13.4	5.9	6.3	32.3	31.5	23.1	25.9	12.4
Colorado	14.0	10.0	8.7	5.8	7.6	26.8	25.3	20.5	17.4	13.4
Connecticut	11.9	8.0	9.1	5.5	11.6	25.2	20.6	20.9	14.1	18.1
Delaware	16.5	5.3	9.1	3.6	18.8	32.2	27.0	26.4	12.2	27.6
Dist. of Columbia	31.0	3.8	32.4	6.9	18.9	39.7	49.5	29.3	36.5	31.3
Florida	17.2	5.4	12.7	4.2	17.5	29.4	32.9	22.3	21.8	24.5
Georgia	13.7	7.4	10.4	5.1	13.3	33.8	33.1	27.0	19.8	23.9
Hawaii	17.4	8.1	12.5	8.2	10.8	28.7	28.5	18.8	11.2	16.3
Idaho	7.9	10.7	5.8	5.6	7.2	22.7	19.7	21.1	11.2	14.6
Illinois	16.1	10.7	13.9	6.2	11.9	25.6	24.4	23.3	21.9	17.4
Indiana	14.3	9.8	8.2	5.1	11.4	28.1	24.5	25.8	17.7	17.5
Iowa	11.5	11.6	4.1	2.9	8.9	20.6	16.6	16.5	9.2	14.4
Kansas	11.5	11.8	5.6	3.6	7.8	16.9	17.9	19.2	12.5	14.3
Kentucky	10.9	7.3	7.2	5.0	11.2	29.6	34.5	26.0	28.3	22.2
Louisiana	14.4	9.7	10.4	5.5	15.4	36.1	38.5	26.6	28.4	28.4
Maine	6.8	7.6	3.3	4.5	4.8	20.7	17.2	16.1	18.0	10.5
Maryland	19.1	8.8	16.1	7.2	17.7	29.5	26.9	25.2	14.2	25.7
Massachusetts	13.1	6.6	10.6	4.4	8.7	21.1	20.2	17.2	12.2	12.3
Michigan	13.6	10.6	10.9	4.4	9.1	26.1	25.2	20.0	18.5	16.5
Minnesota	11.1	12.5	5.4	3.7	7.3	18.5	15.2	15.9	9.9	13.8
Mississippi	12.6	9.6	8.1	6.5	11.3	37.0	39.0	30.0	26.9	21.5
Missouri	14.4	15.6	9.3	7.9	10.9	28.4	26.0	25.7	16.9	19.9
Montana	12.1	17.2	6.3	6.4	6.1	16.6	17.5	15.8	14.9	11.5
Nebraska	8.1	15.0	5.1	4.7	5.7	12.9	13.4	14.0	6.0	12.3
Nevada	21.8	8.1	11.4	5.7	12.4	30.8	31.2	26.3	21.1	19.1
New Hampshire	7.8	8.3	6.8	5.8	6.9	20.5	20.7	17.9	11.4	14.1
New Jersey	7.1	5.0	9.6	3.9	8.7	22.3	21.9	17.0	10.9	15.6
New Mexico	24.9	17.1	10.3	11.7	13.5	33.5	31.8	27.2	25.1	20.5
New York	15.6	8.0	15.0	5.9	18.6	31.9	28.4	26.5	22.7	24.7
North Carolina	13.2	7.0	6.2	6.1	13.7	34.7	29.1	27.4	19.5	22.2
North Dakota	4.8	14.3	3.2	3.3	3.8	10.3	11.2	9.2	5.1	8.9
Ohio	13.2	9.5	7.9	5.8	9.8	28.3	27.5	24.0	16.1	16.8
Oklahoma	9.0	11.0	7.2	4.3	8.2	24.8	27.2	19.5	19.2	18.2
Oregon	17.7	7.9	9.4	5.9	7.3	29.5	27.6	24.5	16.6	14.3
Pennsylvania	13.0	8.6	10.1	5.5	10.3	26.0	20.7	22.7	14.6	19.1
Rhode Island	12.0	7.5	11.8	4.3	11.8	31.4	26.3	19.8	17.5	18.1
South Carolina	10.2	8.7	9.9	6.8	14.8	33.0	35.1	29.1	24.1	22.7
South Dakota	12.0	17.9	6.0	4.8	6.0	17.7	18.6	15.7	10.5	12.8
Tennessee	12.1	7.4	10.3	5.3	8.8	28.9	28.7	25.5	18.3	17.2
Texas	15.6	12.4	13.0	7.8	11.0	34.3	35.5	28.0	25.9	19.2
Utah	15.7	6.0	13.4	4.6	10.0	26.3	19.5	23.2	11.3	18.3
Vermont	6.0	10.6	2.4	5.9	7.9	20.5	15.8	16.0	15.9	14.9
Virginia	14.5	6.9	9.0	5.5	12.5	29.2	26.9	23.9	16.7	21.0
Washington	16.1	10.1	8.5	6.5	7.2	27.2	23.9	23.2	18.1	14.4
West Virginia	11.1	7.8	5.5	3.8	6.7	27.5	26.3	23.5	27.2	13.6
Wisconsin	11.6	12.2	9.1	5.6	10.4	23.4	20.9	21.3	14.1	16.9
Wyoming	13.7	16.1	7.1	7.1	6.4	19.9	16.5	20.0	7.9	13.9

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

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Table A23—Percentage of teachers in private schools who perceived certain issues as serious problems in their schools, by private school affiliation: 1993–94

	Student absen-teeism	Use of alcohol	Tardi-ness	Drug abuse	Verbal abuse of teachers	Unpre-pared to learn	Lack of parent involve-ment	Student apathy	Poverty	Disre-spect for teachers
TOTAL	2.2	3.1	2.6	1.3	2.3	4.1	4.0	4.5	2.7	3.4
Catholic	1.6	4.1	2.0	1.1	1.0	4.4	3.9	4.1	2.8	2.6
Episcopal	—	2.9	2.1	1.4	—	0.9	1.1	2.2	0.5	0.6
Friends	—	4.4	0	—	—	—	0	1.7	—	1.6
Society of Seventh-Day Adventist	1.6	0	7.6	0	—	3.4	7.8	4.8	1.2	1.5
Hebrew Day	—	0	2.1	0	0	—	0	—	—	—
Solomon Schechter	—	0	—	0	—	—	0	—	—	—
Other Jewish	5.2	0	7.1	0	—	1.2	—	3.0	—	2.9
Christian Schools Intl.	0	1.5	0	0	—	0	2.2	3.3	—	—
Assoc. of Christian Schools Intl.	1.1	—	2.0	—	0.4	0.6	2.9	2.3	2.7	0.9
Lutheran, Missouri Synod	1.0	2.0	1.4	—	1.1	3.6	2.7	3.4	0.6	3.3
Lutheran, Wisconsin Synod	—	0	1.3	0	—	1.3	3.3	1.2	0.6	—
Evangelical Lutheran	—	0	2.3	0	1.2	1.7	1.6	1.2	1.4	12.8
Other Lutheran	—	—	0	—	—	—	—	—	—	—
Montessori	0	—	—	—	—	1.8	1.9	—	—	2.5
National Assoc. of Private Schools for Exceptional Children	9.2	4.7	4.2	4.7	23.5	23.8	17.8	21.5	12.7	26.3
National Assoc. of Independent Schools	1.0	4.0	1.7	1.7	1.2	2.4	1.3	3.2	0.3	3.3
Military	0	7.4	7.9	—	—	10.4	7.2	12.2	0	—
National Independent Private Schools Assoc.	—	—	—	—	—	—	10.5	—	—	—
Other	4.5	3.1	3.8	2.2	5.6	6.4	7.0	6.7	4.0	5.3

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table A24—Percentage of public school principals who perceived certain issues as serious problems in their schools, by state: 1993–94

	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Unprepared to learn	Lack of parent involvement	Student apathy	Poverty	Disrespect for teachers
TOTAL	4.8	3.6	4.0	1.4	1.8	11.8	12.9	7.9	16.3	3.3
Alabama	3.3	2.4	7.0	—	2.4	13.2	16.5	13.0	13.5	4.9
Alaska	10.0	12.4	9.5	6.5	—	15.4	21.9	9.3	20.8	1.9
Arizona	9.4	3.3	7.3	2.0	2.1	15.1	16.3	7.3	22.5	4.0
Arkansas	3.4	3.8	5.2	1.6	3.1	20.7	22.3	14.2	18.9	7.0
California	6.0	3.3	6.5	3.2	1.3	12.7	11.3	5.9	17.6	2.3
Colorado	4.4	4.8	3.1	2.3	1.4	14.3	8.5	2.4	13.7	1.4
Connecticut	2.8	3.5	3.7	0.7	1.0	8.1	7.2	3.0	11.5	2.3
Delaware	6.9	3.7	—	—	—	8.8	6.5	—	7.5	—
Dist. of Columbia	5.4	—	12.7	—	—	22.5	24.3	5.8	35.5	7.4
Florida	10.9	1.1	10.8	—	4.1	19.2	21.9	8.8	23.2	6
Georgia	3.0	1.6	5.2	0.6	1.0	21	15.8	9.9	16.1	2.4
Hawaii	—	—	—	4.0	—	13.8	13.2	7.8	8.9	—
Idaho	1.8	6.5	2.2	3.9	—	10.9	9.1	6.9	8.4	2.3
Illinois	4.0	3.6	3.2	1.7	3.7	12.6	14.0	6.2	18.0	5.1
Indiana	6.0	2.4	3.4	—	2.3	9.5	8.7	7.6	12.9	3.5
Iowa	4.9	7.2	—	—	2.3	8.5	6.7	7.9	7.9	3.9
Kansas	2.2	3.4	—	—	—	1.6	7.6	3.8	8.6	2.2
Kentucky	6.7	2.7	2.0	—	0.8	10.0	17.9	7.9	25.3	1.5
Louisiana	5.5	3.1	4.7	—	1.6	12.3	24.4	11.5	22.3	5.1
Maine	1.0	5.0	1.1	2.6	—	8.4	4.6	4.2	21.1	1.1
Maryland	8.5	3.4	8.1	1.5	6.3	14.3	13.5	7.2	19.1	7.6
Massachusetts	3.6	2.3	4.0	0.8	1.9	3.8	5.1	1.6	10.3	1.9
Michigan	5.3	5.8	4.5	—	1.5	12.2	8.7	11.3	18	2.5
Minnesota	3.1	4.7	2.0	2.0	—	6.0	5.9	1.3	12.4	2.5
Mississippi	8.8	2.5	5.6	1.4	1.3	17.1	24.3	16.7	23	4.5
Missouri	4.3	9.1	2.1	—	1.3	6.0	13.3	7.3	10.1	1.2
Montana	4.6	9.7	3.7	3.9	3.4	11.4	14.8	10.4	14	7.5
Nebraska	1.2	2.9	0.8	—	0.8	3.0	6.2	9.0	7.5	2.8
Nevada	4.8	3.9	—	2.5	3.1	11.0	16.0	5.1	17.3	3.4
New Hampshire	0	3.4	0	—	—	5.5	11.6	3.7	13.5	0
New Jersey	2.4	3	3.1	1.3	1.5	3.9	8.1	3.2	7.1	1.1
New Mexico	10.4	4.9	6.4	1.5	2.2	15.7	14.7	8.9	25.3	4.0
New York	5.2	2.4	5.0	1.1	3.4	11.4	13.8	9.2	17.7	4.8
North Carolina	4.2	0.9	3.1	0.7	2.0	16.2	10.4	10.3	15.4	3.2
North Dakota	1.6	6.5	1.7	—	0	5.4	3.3	3.0	3.6	0
Ohio	4.1	1.5	4.1	—	2.1	7.6	12.6	7.1	14.9	4.3
Oklahoma	2.7	1.9	1.4	—	1.2	9.9	12.7	6.6	18.3	2.2
Oregon	2.1	3.6	1.2	2.0	—	12.3	11.7	6.6	16.4	2.6
Pennsylvania	2.3	2.7	2.0	1.3	—	7.2	9.8	8.3	12.8	1.5
Rhode Island	—	3.8	—	—	0	9.8	6.6	—	11.5	—
South Carolina	3.9	2.9	3.8	1.7	2.4	13.2	26.8	11.5	24.2	4.4
South Dakota	5.2	8.3	4.7	—	—	5.8	11.3	3.6	10.3	—
Tennessee	6.8	3.6	4.9	2.4	1.6	17.0	12.7	10.9	14.7	1.8
Texas	4.9	3.1	3.3	0.8	0.9	18.1	18.2	13.2	24.7	4.1
Utah	9.1	3.5	9.2	—	3.3	15.9	14.2	13.4	13.7	5.6
Vermont	0	—	0	—	0	10.4	6.4	5.7	17.2	4.5
Virginia	5.0	1.8	3.9	—	2.2	11.9	13.2	6.2	13.0	3.0
Washington	8.7	8.5	4.4	5.0	1.9	15.9	14.7	9.8	12.1	2.7
West Virginia	5.0	—	1.2	—	—	11.7	12.1	11.1	25.4	4.0
Wisconsin	4.4	4.5	1.4	—	3.0	9.7	8.7	5.5	14.2	4.0
Wyoming	2.3	8.6	3.6	—	—	10.4	10.0	3.9	7.8	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal and School Questionnaires).

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Table A25—Percentage of private school principals who perceived certain issues as serious problems in their schools, by private school affiliation: 1993–94

	Student absenteeism	Use of alcohol	Tardiness	Drug abuse	Verbal abuse of teachers	Unprepared to learn	Lack of parent involvement	Student apathy	Poverty	Disrespect for teachers
TOTAL	0.6	1.5	1.7	0.8	1.3	2.0	3.1	1.8	3.4	1.6
Catholic	—	1.4	1.8	0.1	0.5	1.8	2.6	1.2	4.0	0.8
Episcopal	—	2.5	—	—	—	—	—	5.3	—	—
Friends	0	0	0	0	0	0	0	0	—	0
Society of Seventh-Day Adventist	0	0	—	0	0	0	0	0	0	—
Hebrew Day	0	0	0	0	0	0	—	0	—	—
Solomon Schechter	0	0	—	0	0	0	0	0	0	0
Other Jewish	—	0	—	0	0	—	—	0	0	0
Christian Schools Intl.	0	0	0	0	0	0	0	0	—	0
Assoc. of Christian Schools Intl.	0	0	—	0	0	—	3.0	—	—	0
Lutheran, Missouri Synod	0	—	0	0	—	0	—	0	0	—
Lutheran, Wisconsin Synod	0	0	0	0	0	4.5	5.1	—	—	0
Evangelical Lutheran	0	0	0	0	—	0	0	0	0	—
Other Lutheran	0	0	0	0	0	0	—	0	0	—
Montessori	0	0	0	0	0	0	0	0	0	0
National Assoc. of Private Schools for Exceptional Children	4.3	—	—	2.9	26.1	13.2	21.6	14.1	20.2	22.1
National Assoc. of Independent Schools	0	1.2	—	0	—	0	0	0	0	—
Military	0	0	0	0	0	—	—	—	0	0
National Independent Private Schools Assoc.	0	—	7.0	—	0	—	—	0	—	0
Other	1.1	3.0	1.2	2.4	2.6	3.6	4.4	3.4	4.2	2.9

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table A26—Percentage distribution of public school teachers by reported likelihood of becoming a teacher again, by state: 1993–94

	Certainly would become teacher	Probably would become teacher	Chances even	Probably would not become teacher	Certainly would not become teacher
TOTAL	38.0	26.0	16.7	13.8	5.5
Alabama	39.8	21.6	16.0	16.9	5.7
Alaska	46.2	28.1	12.5	9.6	3.7
Arizona	36.5	27.1	18.0	13.6	4.9
Arkansas	33.4	28.0	17.4	14.5	6.7
California	39.7	28.3	15.9	11.1	5.0
Colorado	38.2	26.7	16.8	14.6	3.6
Connecticut	45.8	30.3	11.8	8.5	3.6
Delaware	35.5	24.5	17.6	15.8	6.5
District of Columbia	38.5	14.8	19.7	13.4	13.7
Florida	32.0	25.4	16.4	18.2	8.0
Georgia	40.7	23.6	17.1	12.3	6.3
Hawaii	35.0	26.0	20.2	14.1	4.7
Idaho	39.3	26.6	15.5	14.4	4.1
Illinois	43.4	26.3	15.0	9.7	5.6
Indiana	39.4	26.4	18.5	12.2	3.5
Iowa	37.7	27.8	19.0	12.2	3.3
Kansas	34.2	32.2	19.0	12.2	2.4
Kentucky	32.5	26.8	12.9	18.9	8.9
Louisiana	30.3	26.9	15.6	16.6	10.7
Maine	37.7	27.0	19.1	12.6	3.7
Maryland	29.7	28.3	16.0	18.5	7.5
Massachusetts	40.9	23.1	18.9	12.8	4.4
Michigan	43.9	25.1	13.0	14.2	3.8
Minnesota	40.7	28.9	17.2	10.0	3.3
Mississippi	36.0	22.9	15.0	17.2	8.9
Missouri	34.6	30.2	15.2	14.5	5.6
Montana	38.5	27.0	18.4	11.9	4.3
Nebraska	36.2	29.8	17.2	13.5	3.4
Nevada	44.6	22.6	16.1	11.5	5.2
New Hampshire	39.7	29.6	15.4	10.6	4.8
New Jersey	47.3	26.4	14.1	8.2	4.0
New Mexico	33.2	26.0	17.4	17.1	6.3
New York	43.1	22.9	16.9	12.2	4.9
North Carolina	25.5	22.0	21.3	20.1	11.1
North Dakota	34.0	26.3	20.8	14.8	4.1
Ohio	41.1	27.7	16.4	11.4	3.4
Oklahoma	37.5	27.0	16.1	14.8	4.6
Oregon	32.9	29.9	17.9	15.5	3.9
Pennsylvania	42.1	25.2	16.0	11.5	5.3
Rhode Island	41.3	26.1	16.0	12.4	4.1
South Carolina	31.4	26.4	18.9	16.6	6.7
South Dakota	38.2	27.4	17.4	12.0	4.9
Tennessee	32.8	25.2	18.4	15.4	8.2
Texas	32.6	24.8	18.8	18.0	5.8
Utah	35.4	28.4	15.9	13.4	6.9
Vermont	39.6	28.1	17.8	10.8	3.6
Virginia	36.1	23.9	17.1	16.2	6.7
Washington	40.4	26.8	16.6	12.5	3.6
West Virginia	33.6	25.1	17.5	16.3	7.5
Wisconsin	41.0	26.7	16.0	11.9	4.4
Wyoming	37.6	27.6	17.9	11.5	5.3

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table A27—Percentage distribution of teachers by reported likelihood of becoming a teacher again, by private school affiliation: 1993–94

	Certainly would become teacher	Probably would become teacher	Chances even	Probably would not become teacher	Certainly would not become teacher
TOTAL	52.1	26.3	12.7	6.8	2.1
Catholic	51.8	25.8	12.8	7.1	2.5
Episcopal	46.2	30.9	12.1	9.6	1.2
Friends	43.8	37.4	12.7	4.9	—
Society of Seventh-Day Adventist	46.4	25.3	15.1	9.0	4.1
Hebrew Day	53.0	28.8	7.5	9.6	—
Solomon Schechter	42.9	32.8	18.4	4.9	—
Other Jewish	43.5	28.7	14.0	7.6	6.3
Christian Schools Intl.	57.9	27.9	9.8	1.9	2.4
Assoc. of Christian Schools Intl.	63.4	24.1	7.1	4.8	—
Lutheran, Missouri Synod	49.2	28.4	16.0	6.2	—
Lutheran, Wisconsin Synod	56.4	28.0	11.9	3.2	—
Evangelical Lutheran	64.2	21.5	9.5	4.4	—
Other Lutheran	56.6	23.5	13.0	6.5	—
Montessori	50.1	23.9	18.0	5.8	2.3
National Assoc. of Private Schools for Exceptional Children	63.5	17.1	8.0	5.7	5.7
National Assoc. of Independent Schools	50.0	27.5	13.7	6.5	2.3
Military	28.7	26.1	18.7	19.5	6.9
National Independent Private Schools Assoc.	49.2	13.4	16.5	20.8	—
Other	50.5	26.9	14.1	6.5	2.0

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table A28—Percentage distribution of public school teachers and principals by plans to remain teachers or principals, respectively, by state: 1993–94

	Plans to remain teacher					Plans to remain principal				
	As long as able	Until elig. to retire	Probably will continue	Plan to leave ASAP	Undecided	As long as able	Until elig. to retire	Probably will continue	Plan to leave ASAP	Undecided
TOTAL	32.6	32.2	10.0	4.2	21.0	31.8	23.1	15.5	2.7	26.9
Alabama	28.4	37.8	8.1	3.6	22.1	27.4	17.2	12.6	2.7	40.1
Alaska	31.5	29.7	9.2	3.5	26.2	39.1	17.3	9.9	1.2	32.5
Arizona	33.3	31.8	11.7	2.8	20.4	33.2	17.3	18.7	2.1	28.6
Arkansas	29.1	32.4	10.4	5.9	22.2	26.6	28.7	13.7	4.4	26.6
California	38.1	24.3	12.1	5.0	20.4	27.3	18.7	23.2	3.1	27.7
Colorado	35.7	29.2	11.7	2.1	21.3	32.7	26.4	13.3	0.9	26.7
Connecticut	39.1	35.1	4.3	2.5	19.0	31.3	27.6	7.4	2.9	30.8
Delaware	33.6	27.5	12.8	6.7	19.5	37.2	23.5	17.6	—	19.3
Dist. of Columbia	26.5	30.6	7.7	6.9	28.3	27.0	23.8	10.5	—	36.4
Florida	34.1	29.4	10.8	6.0	19.7	35.6	21.3	13.6	—	29.3
Georgia	28.3	37.7	10.1	5.0	19.0	34.6	27.0	14.1	1.0	23.3
Hawaii	29.6	34.3	12.7	4.5	18.9	30.9	18.0	24.0	7.4	19.7
Idaho	28.5	35.7	12.1	5.5	18.1	28.6	30.1	18.3	2.6	20.3
Illinois	34.2	32.9	9.6	4.0	19.3	32.0	20.3	14.4	5.0	28.3
Indiana	35.3	33.7	9.0	3.8	18.2	38.8	20.2	14.8	3.0	23.2
Iowa	27.7	35.8	11.9	3.1	21.4	25.0	31.0	17.3	2.9	23.8
Kansas	30.9	28.0	15.4	3.7	22.0	34.1	26.6	15.8	5.1	18.3
Kentucky	25.3	42.0	7.3	3.7	21.7	27.1	21.3	12.8	2.1	36.6
Louisiana	33.5	26.7	11.1	4.2	24.5	32.6	14.3	13.9	5.8	33.4
Maine	36.2	17.7	12.2	4.1	29.8	33.7	8.8	19.2	—	37.0
Maryland	32.3	33.3	8.1	4.5	21.8	25.5	27.0	16.8	—	30.2
Massachusetts	36.9	28.9	7.4	4.0	22.8	34.8	22.3	12.2	1.4	29.3
Michigan	31.8	30.5	7.0	3.1	27.6	29.8	19.0	15.1	2.7	33.3
Minnesota	34.8	33.5	9.1	3.2	19.3	36.4	28.2	15.2	—	19.7
Mississippi	29.8	31.2	8.9	5.3	24.8	28.7	23.6	12.5	2.4	32.7
Missouri	29.6	36.1	9.9	3.3	21.1	31.2	33.2	14.9	3.7	17.0
Montana	31.9	25.6	13.9	3.7	25.0	45.2	13.4	11.8	1.2	28.4
Nebraska	29.8	25.8	20.1	2.0	22.4	30.7	38.3	7.0	2.2	21.8
Nevada	37.7	29.4	10.4	3.4	19.1	26.2	32.6	9.9	—	29.7
New Hampshire	35.3	23.9	11.5	4.0	25.3	28.1	16.3	20.4	—	32.8
New Jersey	40.7	27.6	7.0	3.3	21.5	36.1	16.8	11.7	3.8	31.6
New Mexico	30.1	32.0	13.4	4.8	19.7	30.1	17.7	19.1	—	31.7
New York	38.1	27.3	8.3	2.8	23.5	36.7	17.2	14.2	0.8	31.1
North Carolina	17.3	42.8	14.8	4.9	20.2	34.5	29.3	11.2	2.0	23.0
North Dakota	30.3	29.4	16.0	2.7	21.6	24.2	23.4	22.2	3.7	26.5
Ohio	29.0	42.0	7.8	2.4	18.8	24.4	21.3	18.6	6.3	29.4
Oklahoma	31.1	38.8	9.8	2.3	18.0	32.4	23.0	11.4	2.2	31.0
Oregon	27.2	39.4	11.8	4.7	16.9	26.1	40.2	8.1	2.8	22.8
Pennsylvania	37.1	36.5	5.8	2.7	17.9	32.1	18.6	20.8	—	27.5
Rhode Island	38.3	33.0	4.9	4.2	19.6	42.0	12.7	10.7	4.4	30.1
South Carolina	24.0	38.9	8.4	6.1	22.5	30.9	27.2	12.7	2.2	26.9
South Dakota	31.3	25.3	16.5	3.8	23.1	35.8	28.0	14.7	6.1	15.4
Tennessee	31.2	32.1	11.4	5.3	19.9	25.0	21.1	13.3	5.8	34.8
Texas	30.4	29.2	12.5	6.4	21.6	40.9	22.0	17.8	2.3	17.1
Utah	34.4	30.3	12.1	4.1	19.1	42.7	27.1	13.4	—	15.2
Vermont	35.8	24.7	12.6	3.9	23.0	30.4	11.5	21.3	—	34.7
Virginia	33.6	32.2	10.0	6.4	17.8	29.3	38.0	10.5	2.5	19.7
Washington	28.1	33.1	11.6	5.6	21.6	34.0	21.8	14.7	0.9	28.6
West Virginia	29.3	41.9	8.3	4.6	15.9	23.6	42.1	14.8	2.0	17.5
Wisconsin	27.0	38.4	9.1	3.6	21.9	22.0	30.9	13.7	3.4	30.0
Wyoming	30.4	32.2	12.0	4.7	20.7	34.4	25.7	15.4	5.2	19.4

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

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Table A29—Percentage distribution of private school teachers and principals by plans to remain teachers or principals, respectively, by private school affiliation: 1993–94

	Plans to remain teacher					Plans to remain principal				
	As long as able	Until elig. to retire	Probably will continue	Plan to leave ASAP	Undecided	As long as able	Until elig. to retire	Probably will continue	Plan to leave ASAP	Undecided
TOTAL	49.0	11.9	11.7	2.8	24.6	51.5	8.8	7.9	2.7	29.0
Catholic	51.0	13.1	10.6	2.6	22.8	48.7	9.7	9.2	2.3	30.0
Episcopal	44.4	13.7	12.7	5.6	23.7	45.8	16.6	12.3	4.9	20.5
Friends	53.0	9.0	19.2	—	17.7	29.2	13.6	8.4	—	47.4
Society of Seventh-Day Adventist	37.5	23.1	17.8	4.3	17.3	24.2	11.1	17.2	3.1	44.5
Hebrew Day	66.1	5.0	3.8	—	24.1	78.4	—	3.8	0	15.6
Solomon Schechter	56.6	5.5	7.9	—	28.4	55.0	—	15.1	0	25.0
Other Jewish	51.5	5.6	19.1	2.1	21.8	47.6	10.7	4.9	—	34.3
Christian Schools Intl.	41.5	12.5	13.7	2.8	29.5	32.9	18.0	7.2	—	34.7
Assoc. of Christian Schools Intl.	54.4	4.2	10.5	2.1	28.9	61.7	—	6.6	3.4	26.8
Lutheran, Missouri Synod	44.2	20.5	10.7	2.1	22.5	38.0	24.5	7.5	—	27.3
Lutheran, Wisconsin Synod	50.8	13.7	11.2	—	23.8	39.8	2.4	18.5	8.7	30.6
Evangelical Lutheran	50.0	12.4	7.2	—	30.0	32.2	11.1	32.1	4.3	20.3
Other Lutheran	50.8	11.3	4.9	—	32.5	46.5	12.1	7.4	—	31.6
Montessori	54.4	6.3	9.9	6.1	23.3	61.2	—	7.0	—	27.0
National Assoc. of Private Schools for Exceptional Children	49.6	4.3	10.2	7.2	28.8	42.4	6.8	12.4	—	35.0
National Assoc. of Independent Schools	42.8	18.4	11.7	3.4	23.8	51.0	12.7	10.9	3.2	22.2
Military	38.9	17.5	13.1	4.7	25.8	—	—	—	—	—
National Independent Private Schools Assoc.	36.9	11.9	12.4	—	35.8	52.7	—	25.4	—	15.1
Other	47.7	8.9	13.1	2.8	27.5	54.6	7.9	4.8	1.9	30.9

—Too few cases for a reliable estimate.

NOTE: Percentages may not sum to 100 due to rounding or cell suppression.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

APPENDIX B

STANDARD ERRORS FOR SELECTED TABLES

Table B1—Standard errors for Table 2.1: Number of public and private schools and students, and average number of students per full-time-equivalent (FTE) teacher, by selected school characteristics: 1993–94

	Total			Public			Private		
	Schools	Students	Average students/ FTE tchr.	Schools	Students	Average students/ FTE tchr.	Schools	Students	Average students/ FTE tchr.
TOTAL	182.7	413,670	0.1	182.7	393,746	0.1	0	60,258	0.1
Central city	344.0	287,121	0.1	263.2	277,569	0.1	206.9	48,202	0.2
School level									
Elementary	297.8	221,112	0.1	248.0	222,784	0.2	175.9	28,700	0.2
Secondary	120.7	134,806	0.2	99.0	135,280	0.2	70.9	16,776	0.4
Combined	150.9	40,563	0.4	41.2	13,171	0.3	144.6	41,500	0.5
Minority enrollment									
Less than 20%	314.4	139,107	0.2	218.5	129,626	0.2	196.0	44,263	0.3
20% or more	354.6	273,961	0.1	276.0	263,471	0.1	191.5	36,916	0.4
School size									
Less than 150	245.1	19,566	0.3	130.3	10,875	1.0	204.5	15,002	0.3
150–499	382.9	146,862	0.1	363.5	143,669	0.2	142.8	33,376	0.2
500–749	308.4	183,246	0.2	305.9	181,411	0.2	50.8	30,282	0.4
750 or more	274.8	309,395	0.2	269.1	303,215	0.2	27.0	24,274	0.7
Urban fringe/large town	467.1	324,013	0.1	377.4	325,939	0.1	256.6	46,107	0.3
School level									
Elementary	487.7	269,292	0.2	380.0	266,822	0.2	227.7	33,213	0.4
Secondary	134.1	151,082	0.3	118.1	153,727	0.2	93.5	13,771	0.7
Combined	192.7	47,021	0.4	47.5	32,103	0.8	186.5	31,460	0.5
Minority enrollment									
Less than 20%	459.0	222,681	0.2	381.1	229,615	0.2	232.9	51,120	0.4
20% or more	406.5	293,173	0.2	364.1	293,619	0.2	168.9	24,824	0.4
School size									
Less than 150	349.9	27,578	0.6	161.4	18,748	0.9	276.2	17,952	0.7
150–499	336.9	121,589	0.1	325.6	124,974	0.2	141.8	38,501	0.2
500–749	338.6	200,782	0.3	342.0	203,013	0.3	37.8	22,516	0.5
750 or more	292.1	320,082	0.2	292.1	319,988	0.2	15.9	16,962	0.6
Rural/small town	410.9	217,668	0.1	310.0	216,670	0.1	222.2	38,369	0.3
School level									
Elementary	370.0	220,507	0.1	326.4	220,604	0.1	186.4	21,010	0.3
Secondary	163.1	123,758	0.2	146.1	121,587	0.2	75.1	10,541	0.5
Combined	239.0	53,396	0.4	155.6	39,786	0.5	152.8	28,041	0.4
Minority enrollment									
Less than 20%	470.9	193,737	0.1	391.0	192,037	0.1	225.6	38,732	0.3
20% or more	312.9	153,960	0.2	296.2	154,879	0.2	111.4	10,499	0.9
School size									
Less than 150	328.1	26,930	0.2	285.9	27,093	0.3	215.1	16,089	0.3
150–499	489.5	144,555	0.1	461.6	137,355	0.1	115.8	29,944	0.3
500–749	314.1	189,975	0.2	315.0	190,183	0.2	—	—	—
750 or more	172.9	163,528	0.4	174.6	165,356	0.4	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table B2—Standard errors for Table 2.3: Percentage distribution of students by racial–ethnic background, percent minority students, and percent limited English proficient students by selected school characteristics: 1993–94

	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pacific Islander	Minority	Limited English proficient
TOTAL	0.4	0.2	0.4	0	0.1	0.4	0.2
PUBLIC	0.4	0.3	0.4	0	0.1	0.4	0.2
Central city	0.9	0.8	0.9	0	0.3	0.9	0.6
School level							
Elementary	1.3	1.1	1.2	0	0.4	1.3	0.8
Secondary	1.2	0.9	1.2	0	0.7	1.2	0.5
Combined	3.2	2.5	1.4	0.1	0.4	3.2	0.7
Minority enrollment							
Less than 20%	0.3	0.2	0.2	0.1	0.1	0.3	0.3
20% or more	0.9	0.9	1.1	0	0.4	0.9	0.7
School size							
Less than 150	6.1	6.1	1.9	0.5	0.3	6.1	0.4
150–499	2.0	1.7	2.0	0.1	0.4	2.0	1.1
500–749	2.0	1.6	1.7	0.1	0.6	2.0	1.3
750 or more	1.4	1.1	1.5	0	0.6	1.4	1.0
Urban fringe/large town	0.8	0.6	0.6	0	0.3	0.8	0.5
School level							
Elementary	1.2	0.9	0.8	0	0.4	1.2	0.7
Secondary	1.1	0.6	1.0	0	0.3	1.1	0.4
Combined	1.7	1.8	1.3	0	1.0	1.7	0.4
Minority enrollment							
Less than 20%	0.2	0.1	0.1	0	0.1	0.2	0.1
20% or more	1.1	1.0	1.0	0	0.6	1.1	0.9
School size							
Less than 150	5.1	5.3	1.1	0.2	0.3	5.1	—
150–499	1.0	1.1	0.6	0.1	0.2	1.0	0.3
500–749	1.7	1.0	1.3	0.1	0.5	1.7	0.9
750 or more	1.2	0.8	1.0	0	0.6	1.2	0.8
Rural/small town	0.4	0.3	0.4	0.1	0.1	0.4	0.2
School level							
Elementary	0.7	0.4	0.7	0.1	0.1	0.7	0.3
Secondary	0.5	0.3	0.5	0.1	0.1	0.5	0.1
Combined	2.1	1.4	1.5	0.3	0.3	2.1	0.2
Minority enrollment							
Less than 20%	0.1	0.1	0.1	0	0	0.1	0.1
20% or more	1.0	0.8	1.2	0.2	0.2	1.0	0.6
School size							
Less than 150	0.8	0.5	0.5	0.3	0.1	0.8	0.2
150–499	0.5	0.3	0.5	0.1	0.1	0.5	0.1
500–749	1.0	0.5	0.9	0.2	0.2	1.0	0.4
750 or more	1.2	0.6	1.3	0.1	0.1	1.2	0.6

Table B2—Standard errors for Table 2.3: Percentage distribution of students by racial–ethnic background, percent minority students, and percent limited English proficient students by selected school characteristics: 1993–94—Continued

	White non-Hisp.	Black non-Hisp.	Hispanic	Native American	Asian/Pacific Islander	Minority	Limited English proficient
PRIVATE	0.7	0.5	0.4	0.1	0.3	0.7	0.1
Central city	1.0	0.9	0.6	0.1	0.5	1.0	0.2
School level							
Elementary	1.7	1.6	1.1	0.1	0.7	1.7	0.2
Secondary	1.6	0.9	1.0	0.2	0.6	1.6	0.1
Combined	2.3	1.4	1.2	0.1	0.7	2.3	0.6
Minority enrollment							
Less than 20%	0.2	0.1	0.1	0	0.1	0.2	0.2
20% or more	1.5	1.8	1.4	0.1	1.1	1.5	0.3
School size							
Less than 150	2.0	2.2	1.3	0.1	0.4	2.0	0.7
150–499	1.5	1.4	0.7	0.1	0.7	1.5	0.2
500–749	3.3	1.7	2.4	0.2	1.4	3.3	0.2
750 or more	2.3	2.0	1.0	0	0.5	2.3	—
Urban fringe/large town	0.9	0.6	0.5	0.2	0.3	0.9	0.2
School level							
Elementary	1.3	0.8	0.7	0.2	0.4	1.3	0.4
Secondary	1.7	0.8	1.2	0.1	0.3	1.7	0.2
Combined	1.5	0.9	1.0	0.4	0.4	1.5	0.6
Minority enrollment							
Less than 20%	0.2	0.1	0.1	0	0.1	0.2	0.2
20% or more	2.2	1.9	1.8	0.6	0.9	2.2	0.8
School size							
Less than 150	2.2	1.1	1.4	0.8	0.5	2.2	0.5
150–499	1.1	0.8	0.7	0.1	0.4	1.1	0.3
500–749	2.3	1.6	1.0	0.5	0.8	2.3	—
750 or more	2.1	1.4	1.3	0	0.3	2.1	—
Rural/small town	0.9	0.4	0.3	0.5	0.5	0.9	0.1
School level							
Elementary	1.2	0.2	0.5	0.7	0.8	1.2	—
Secondary	1.2	0.8	0.4	0.6	0.5	1.2	0.8
Combined	2.0	1.0	0.3	0.5	0.9	2.0	—
Minority enrollment							
Less than 20%	0.2	0.1	0.1	0	0.1	0.2	0
20% or more	5.8	3.6	2.6	5.5	5.1	5.8	—
School size							
Less than 150	1.1	0.4	0.4	0.8	0.2	1.1	0.2
150–499	1.3	0.6	0.4	0.5	0.6	1.3	0.1
500–749	—	—	—	—	—	—	—
750 or more	—	—	—	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School Questionnaire).

Table B3—Standard errors for Table 3.2: Number of teachers and principals, by selected school characteristics: 1993–94

	Total		Public		Private	
	Teachers	Principals	Teachers	Principals	Teachers	Principals
TOTAL	23,027	20,759	5,572	338.0	235.2	197.7
Central city	13,809	13,016	4,484	379.7	287.5	228.4
School level						
Elementary	11,649	11,303	2,388	299.1	252.4	184.8
Secondary	5,797	5,490	1,441	123.8	97.6	70.4
Combined	3,150	1,147	3,164	140.5	37.7	139.6
Minority enrollment						
Less than 20%	9,186	7,316	3,604	303.9	214.1	183.1
20% or more	13,394	12,890	2,956	341.6	284.4	191.6
School size						
Less than 150	1,778	1,062	1,743	255.4	127.3	209.4
150–499	8,709	8,647	3,118	365.6	359.6	134.6
500–749	9,962	9,784	1,805	291.8	292.2	48.2
750 or more	14,233	13,857	1,880	254.0	249.2	25.6
Urban fringe/large town	15,418	15,251	3,704	463.9	369.3	306.0
School level						
Elementary	15,697	15,383	2,612	496.2	410.2	254.6
Secondary	6,114	5,996	1,216	112.1	112.7	56.8
Combined	3,196	1,119	2,709	153.5	40.6	149.2
Minority enrollment						
Less than 20%	13,534	13,681	3,338	451.9	359.6	253.9
20% or more	15,194	15,082	1,999	392.3	367.2	153.9
School size						
Less than 150	2,334	898	1,924	355.4	137.2	297.7
150–499	9,391	9,344	3,077	327.2	321.0	137.3
500–749	10,716	10,837	1,540	317.8	322.8	35.0
750 or more	13,988	14,043	1,102	268.7	269.3	15.2
Rural/small town	12,720	12,247	3,107	428.5	326.9	216.1
School level						
Elementary	12,377	11,974	1,524	376.4	324.4	166.9
Secondary	5,858	5,571	1,162	172.0	149.2	79.5
Combined	3,308	2,313	2,526	218.7	141.7	145.7
Minority enrollment						
Less than 20%	12,167	11,480	2,710	487.4	379.7	225.2
20% or more	8,472	8,530	938	292.9	282.0	102.0
School size						
Less than 150	3,462	3,084	2,073	315.8	251.2	229.9
150–499	8,923	8,800	2,109	476.3	457.6	108.6
500–749	10,994	10,902	990	308.9	307.9	—
750 or more	9,044	9,078	971	149.9	150.4	—

—Too few cases for a reliable estimate.

NOTE: Numbers are headcounts.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

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Table B4—Standard errors for Table 3.7: Percentage distribution of teachers and principals by highest degree earned and average years of teaching experience, and principals' average years of teaching experience before becoming principals, by selected school characteristics: 1993–94

	Teachers						Principals			
	Less than bachelor's	Bachelor's	Master's	Ed specialist	PhD or prof. degree	Avg. yrs. teaching exp.	Less than master's	Master's	More than master's	Avg. yrs. tchg. exp. before principal
TOTAL	0.08	0.29	0.28	0.12	0.06	0.06	0.36	0.5	0.5	0.08
PUBLIC	0.06	0.33	0.33	0.14	0.07	0.06	0.21	0.65	0.65	0.07
Central city	0.09	0.89	0.88	0.24	0.18	0.14	0.31	1.46	1.43	0.18
School level										
Elementary	0.07	1.21	1.26	0.27	0.26	0.2	0.4	1.87	1.83	0.22
Secondary	0.28	0.86	0.91	0.38	0.22	0.17	0.28	1.67	1.66	0.26
Combined	0.52	2.55	2.5	1.25	0.63	0.41	0	3.53	3.53	0.52
Minority enrollment										
Less than 20%	0.16	1.45	1.44	0.49	0.16	0.26	—	2.09	2.06	0.31
20% or more	0.12	0.98	1.01	0.3	0.25	0.17	0.45	1.96	1.89	0.2
School size										
Less than 150	0.52	2.79	3.24	2.26	0.7	0.55	—	6.88	7.12	0.8
150–499	0.1	1.6	1.69	0.46	0.5	0.31	—	2.57	2.44	0.29
500–749	0.08	1.93	1.94	0.48	0.33	0.33	—	2.81	2.8	0.36
750 or more	0.19	1.17	1.23	0.32	0.17	0.2	0.21	2.04	2.01	0.26
Urban fringe/large town	0.12	0.69	0.76	0.33	0.1	0.14	0.43	1.43	1.34	0.16
School level										
Elementary	0.09	1.08	1.15	0.53	0.16	0.21	0.57	1.89	1.77	0.22
Secondary	0.2	0.57	0.71	0.35	0.11	0.15	0.48	1.5	1.48	0.19
Combined	0.51	2.35	1.75	0.89	0.46	0.79	1.67	4.71	4.85	0.51
Minority enrollment										
Less than 20%	0.12	0.97	0.95	0.42	0.14	0.18	0.45	1.63	1.77	0.23
20% or more	0.11	1.13	1.08	0.58	0.17	0.22	0.92	2.29	2.03	0.28
School size										
Less than 150	0.72	3.76	3.36	1.04	0.58	0.53	2.08	5.9	6.01	0.66
150–499	0.18	1.85	1.91	0.75	0.16	0.23	0.94	2.41	2.24	0.29
500–749	0.2	1.69	1.78	0.57	0.25	0.33	0.82	2.78	2.93	0.38
750 or more	0.1	0.77	0.88	0.46	0.11	0.19	0.45	2.24	2.23	0.3
Rural/small town	0.08	0.54	0.51	0.14	0.06	0.09	0.3	1.07	1.06	0.11
School level										
Elementary	0.05	0.83	0.82	0.2	0.08	0.13	0.45	1.49	1.45	0.16
Secondary	0.18	0.56	0.49	0.19	0.13	0.1	0.34	0.97	0.96	0.14
Combined	0.23	1.54	1.25	0.68	0.1	0.19	0.61	3.56	3.43	0.6
Minority enrollment										
Less than 20%	0.1	0.71	0.66	0.16	0.08	0.11	0.43	1.21	1.23	0.14
20% or more	0.12	1.1	1.01	0.3	0.14	0.16	0.41	1.72	1.65	0.18
School size										
Less than 150	0.25	1.52	1.45	0.58	0.04	0.3	1.3	1.94	1.66	0.27
150–499	0.07	0.84	0.82	0.27	0.11	0.14	0.32	1.48	1.36	0.17
500–749	0.2	1.34	1.32	0.34	0.16	0.18	—	2.37	2.36	0.19
750 or more	0.2	0.98	0.96	0.42	0.06	0.2	—	2.45	2.5	0.23

Table B4—Standard errors for Table 3.7: Percentage distribution of teachers and principals by highest degree earned and average years of teaching experience, and principals' average years of teaching experience before becoming principals, by selected school characteristics: 1993–94—Continued

	Teachers						Principals			
	Less than bachelor's	Bachelor's	Master's	Ed specialist	PhD or prof. degree	Avg. yrs. teaching exp.	Less than master's	Master's	More than master's	Avg. yrs. tchg. exp. before principal
PRIVATE	0.46	0.63	0.69	0.19	0.15	0.12	1.23	1.28	0.59	0.16
Central city	0.58	0.95	0.89	0.29	0.28	0.17	1.68	1.7	1.09	0.18
School level										
Elementary	0.54	1.13	1.28	0.41	0.39	0.23	2.29	2.3	1.44	0.31
Secondary	0.52	1.87	1.58	0.58	0.7	0.41	2.81	3.98	3.46	0.5
Combined	1.7	2.07	1.87	0.83	0.49	0.29	4.31	4.08	1.92	0.32
Minority enrollment										
Less than 20%	0.88	1.31	1.25	0.36	0.42	0.2	2.29	2.34	1.51	0.22
20% or more	0.84	1.48	1.18	0.62	0.38	0.3	2.34	2.52	1.65	0.33
School size										
Less than 150	1.44	2.53	2.28	1.19	0.55	0.36	2.94	2.78	1.97	0.33
150–499	1.04	1.27	1.32	0.4	0.48	0.21	1.88	2.04	1.52	0.32
500–749	1.86	1.87	1.76	0.54	0.37	0.49	3.31	3.55	3.06	0.44
750 or more	0.59	2.16	2.13	0.61	0.74	0.37	0.91	3.23	3.03	0.68
Urban fringe/large town	0.62	0.86	0.99	0.35	0.19	0.23	2.28	2.23	1.12	0.25
School level										
Elementary	1	1.04	1.17	0.45	0.19	0.32	3.16	3.04	1.28	0.41
Secondary	0.66	1.72	1.67	0.93	0.72	0.36	1.58	5.13	5.2	0.59
Combined	1.1	1.91	2	0.61	0.48	0.37	4.9	4.82	2.66	0.47
Minority enrollment										
Less than 20%	0.68	0.97	1.05	0.35	0.24	0.24	3.17	2.8	1.41	0.35
20% or more	1.41	1.52	1.88	0.85	0.37	0.4	4.4	4.44	2.8	0.47
School size										
Less than 150	2.47	2.67	2.21	0.65	0.66	0.48	4.27	3.63	2.35	0.54
150–499	0.64	1.65	1.51	0.47	0.25	0.3	1.98	2.36	1.23	0.29
500–749	0.99	1.81	1.62	0.81	0.53	0.48	4.23	4.86	2.18	0.65
750 or more	0.81	2.05	2.26	0.84	0.71	0.59	4.43	4.87	4.21	0.5
Rural/small town	1.36	1.74	1.2	0.52	0.16	0.3	2.54	2.36	1.14	0.36
School level										
Elementary	1.2	1.8	1.56	0.53	—	0.29	3.65	3.46	1.17	0.7
Secondary	0.52	3.36	3.42	0.47	0.96	0.78	1.87	3.52	2.62	1.09
Combined	3.13	3.1	1.93	1.4	0.28	0.66	4.3	3.9	2.42	0.67
Minority enrollment										
Less than 20%	1.37	1.8	1.28	0.62	0.15	0.34	3.03	2.65	1.23	0.4
20% or more	1.67	4.28	4.21	—	1.12	0.61	6.57	7.18	5.97	1.47
School size										
Less than 150	2.5	2.74	1.76	0.99	0.25	0.38	2.87	2.59	1.4	0.51
150–499	0.66	2.05	1.94	0.76	0.35	0.41	2.62	3.09	2.09	0.43
500–749	—	6.25	6.14	—	0	0.83	—	—	—	—

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Principal, School, and Teacher Questionnaires).

Table B5—Standard errors for Table 5.3: Percentage of public districts and private schools with salary schedules, average scheduled salary for full-time teachers by highest degree earned and years of teaching experience, and average lowest and highest salaries paid by schools without salary schedules, by selected school characteristics: 1993–94

	Percent with salary schedules	Average scheduled salary					Without schedules	
		BA, no experience	MA, no experience	MA, no exp., 30 credits	MA, 20 years' experience	Highest step on schedule	Average lowest salary	Average highest salary
TOTAL	0.8	$85.3	$94.7	$107.0	$169.7	$188.0	$241.8	$421.8
PUBLIC DISTRICTS	0.7	60.0	62.7	63.4	110.5	117.8	589.7	1120.8
Region								
Northeast	1.1	128.2	159.0	191.6	316.5	322.9	554.9	1075.0
Midwest	1.8	85.4	92.2	101.9	192.2	221.0	653.2	1567.0
South	0.1	39.4	41.8	51.2	69.6	83.7	—	—
West	1.5	190.5	201.4	143.2	330.3	334.0	—	—
District size								
Less than 1,000	1.4	118.5	136.3	122.6	267.5	263.5	714.4	1253.1
1,000–4,999	0.3	80.5	94.2	116.4	177.6	190.4	396.3	1521.9
5,000–9,999	0.3	123.0	136.8	152.9	263.7	306.2	—	—
10,000 or more	0	46.8	53.4	60.0	125.6	142.9	—	—
Minority enrollment								
Less than 20%	1.0	73.3	80.1	82.5	183.4	189.4	456.3	1250.2
20% or more	0.7	147.2	163.8	149.1	291.1	236.8	2520.4	3548.0
Minority teachers								
Less than 10%	0.9	69.1	76.8	82.8	162.0	168.8	620.1	1169.7
10% or more	0.3	162.1	215.9	178.1	378.0	292.2	—	—
PRIVATE SCHOOLS	1.1	137.0	159.6	178.8	276.7	280.9	280.5	468.7
Region								
Northeast	3.1	303.8	352.5	428.7	660.2	674.0	411.4	1105.7
Midwest	2.4	238.9	255.4	275.4	451.0	482.3	616.1	880.6
South	2.1	220.1	246.1	253.0	359.0	401.4	497.5	772.1
West	3.5	364.4	389.7	427.9	687.6	721.6	728.7	979.7
School size								
Less than 150	2.1	314.3	361.9	420.8	600.8	630.4	351.7	587.6
150–499	1.1	110.6	126.4	156.4	187.9	192.6	245.4	681.9
500–749	2.2	299.0	347.2	359.3	592.1	665.4	586.0	1586.4
750 or more	2.6	216.9	241.9	401.0	574.8	647.1	1114.8	2441.3
Minority enrollment								
Less than 20%	1.4	169.6	197.3	215.2	355.2	369.1	273.9	558.2
20% or more	2.1	289.7	335.6	367.0	448.0	493.0	536.5	858.5
Minority teachers								
Less than 10%	1.5	158.1	181.2	204.2	329.5	328.9	327.4	599.4
10% or more	2.4	278.5	304.4	342.2	489.7	563.6	692.2	897.9

—Too few cases for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (Private School and Teacher Demand and Shortage Questionnaires).

Table B6—Standard errors for Table A1: Number of public schools and students, and average number of students per full-time equivalent (FTE) teacher by state: 1993–94

	Schools	Students	Average students/ FTE teacher
TOTAL	182.7	393,746	0.1
Alabama	12.6	26,324	0.2
Alaska	5.6	6,065	0.3
Arizona	8.5	21,360	0.3
Arkansas	8.5	18,712	0.3
California	74.0	173,805	0.3
Colorado	15.2	30,150	0.4
Connecticut	9.3	12,441	0.3
Delaware	2.0	3,936	0.4
District of Columbia	4.5	2,967	0.5
Florida	29.2	59,138	0.3
Georgia	9.6	24,787	0.2
Hawaii	1.1	8,143	0.4
Idaho	5.8	10,043	0.3
Illinois	60.7	44,900	0.2
Indiana	8.0	27,258	0.3
Iowa	20.4	20,092	0.4
Kansas	9.2	19,600	0.3
Kentucky	28.2	29,647	0.3
Louisiana	6.8	18,495	0.2
Maine	7.1	9,751	0.3
Maryland	6.6	12,372	0.3
Massachusetts	19.0	21,921	0.3
Michigan	36.5	64,673	0.5
Minnesota	31.1	35,670	0.3
Mississippi	7.6	20,162	0.4
Missouri	10.6	39,313	0.3
Montana	5.4	9,299	0.4
Nebraska	47.2	16,776	0.4
Nevada	5.7	7,685	0.3
New Hampshire	0	10,691	0.4
New Jersey	30.8	54,745	0.3
New Mexico	3.3	12,935	0.4
New York	28.2	95,366	0.3
North Carolina	28.2	41,208	0.2
North Dakota	10.6	6,945	0.6
Ohio	60.2	60,861	0.3
Oklahoma	18.1	23,390	0.2
Oregon	7.5	21,107	0.4
Pennsylvania	44.4	101,296	0.3
Rhode Island	7.0	6,120	0.2
South Carolina	9.8	31,711	0.3
South Dakota	13.1	7,450	0.3
Tennessee	10.7	31,681	0.3
Texas	52.1	147,365	0.3
Utah	10.6	16,403	0.4
Vermont	7.1	4,672	0.4
Virginia	40.2	46,220	0.3
Washington	11.4	30,697	0.4
West Virginia	29.8	16,619	0.2
Wisconsin	17.7	28,234	0.4
Wyoming	8.4	5,579	0.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

Table B7—Standard errors for Table A2: Number of private schools and students, and average number of students per full-time equivalent (FTE) teacher by private school affiliation: 1993–94

	Schools	Students	Average students/ FTE teacher
TOTAL	0	60,258	0.1
Catholic	2.7	15,269	0.1
Episcopal	0	4,784	0.4
Friends	0	1,755	0.2
Society of Seventh-Day Adventist	0	11,434	0.8
Hebrew Day	12.1	9,269	0.6
Solomon Schechter	4.7	1,166	0
Other Jewish	21.8	17,075	0.5
Christian Schools Intl.	60.7	17,567	0.6
Assoc of Christian Schools Intl.	60.7	29,025	0.3
Lutheran, Missouri Synod	18.4	9,191	0.5
Lutheran, Wisconsin Synod	0	1,472	0.3
Evangelical Lutheran	0	284	0.1
Other Lutheran	0	64	0.1
Montessori	27.7	3,763	1.1
National Assoc. of Private Schools for Exceptional Children	14.0	4,321	0.3
National Assoc. for Independent Schools	24.0	17,851	0.2
Military	—	—	—
National Independent Private Schools Assoc.	38.9	11,465	1.5
Other	38.9	46,393	0.3

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey: 1993–94 (School and Teacher Questionnaires).

APPENDIX C • TECHNICAL NOTES

SAMPLE SELECTION[1]

For the Schools and Staffing Survey (SASS), schools were sampled first. Each school selected in the sample received a school questionnaire and an administrator questionnaire. Next, a sample of teachers was selected within each sampled school, and each received a teacher questionnaire. A "Teacher Demand and Shortage" (TDS) questionnaire was sent to the local education agency (LEA) associated with each selected public school. An additional sample of public school districts not operating schools received the TDS questionnaire. The private school questionnaire included TDS questions for the school.

The sample for the SASS conducted during the 1993–94 school year included 13,271 schools and administrators, 68,284 teachers, and 5,459 local education agencies. To improve estimates of changes between 1991 and 1994, the sample selection process controlled the amount of overlap between the 1991 and 1994 school samples, setting it at 30 percent for public schools and for private schools belonging to associations with high response rates in 1991. The overlap for associations that did not have high response rates was set by a sliding scale, and below a point it was minimized.

The SASS was designed to provide national estimates for public and private schools; state estimates for public schools; state elementary, state secondary, and national combined estimates for public schools; association and grade-level estimates for private schools; estimates of change from 1991 to 1994 in school-level characteristics; and national estimates for schools with greater than 19.5 percent American Indian enrollment. The teacher survey was designed to support comparisons between new and experienced teachers. Comparisons between bilingual/ESL and other teachers are possible at the national level.[2]

Selection of Schools

The public school sample of 9,956 schools was selected from the 1991–92 school year Common Core of Data (CCD) file. The CCD is based on survey data collected annually by NCES from all state education agencies, and is believed to be the most complete list of public schools available. The frame includes regular public schools, Department of Defense-operated military base schools, and nonregular schools such as special education, vocational, and alternative schools.

The schools in the sampling frame were stratified first into one of four types: A) BIA (Bureau of Indian Affairs) schools; B) Native American schools (schools with 19.5 percent or more Native American students); C) schools in Delaware, Nevada, and West Virginia (where it was necessary to implement a different sampling strategy to ensure that at least one school from each LEA in the state was included); and D) all other schools. Type B schools were stratified by Arizona, California, Montana, New Mexico, North Dakota, Oklahoma, Washington, and all other states (except Alaska, since most Alaskan schools have high Native American enrollment); type C schools were stratified by state first and then by LEA; and Type D schools were stratified by state (all states and the District of Columbia except Delaware, Nevada, and West Virginia). The next level of stratification was by grade level (elementary, secondary, or combined).

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[1] For a detailed description of the sample design and the differences between the designs in 1990–91 and 1993–94, see U.S. Department of Education, National Center for Education Statistics, Robert Abramson, Cornette Cole, Betty Jackson, Randall Parmer, and Steven Kaufman, *1993–94 Schools and Staffing Survey: Sample Design and Estimation*, NCES 96–089, (Washington, D.C.) forthcoming.

[2] Bilingual/ESL teachers are those who use native language to instruct students with limited English proficiency or who provide such students with intensive instruction in English.

Before sampling, non-BIA schools were sorted within each stratum by state, LEA metro status (central city of a Metropolitan Statistical Area [MSA]; MSA, not central city; and outside MSA), LEA zip code (first three digits), CCD LEA ID number (a unique number assigned to each school district by NCES), school percent minority enrollment (less than 5.5 percent, between 5.5 and 20.5 percent, between 20.5 and 50.5 percent, or more than 50.5 percent), highest grade in school, school enrollment, and CCD School ID. Schools were systematically selected with probability proportional to the square root of the number of teachers within a school as reported on the CCD file.

The private school sample of 3,315 schools was selected primarily from the 1991–92 Private School Survey (PSS) list frame, which was based on the 1989–90 PSS universe, updated with 24 private school association lists provided to the Census Bureau in the spring of 1991. The list frame was stratified first by school association membership (19 categories), then within association membership by grade level (elementary, secondary, and combined), and within association and grade level by four Census geographic regions (Northeast, Midwest, South, and West). Within each stratum, private schools were sorted by state, urbanicity (seven categories), zip code (first two digits), 1991–92 PSS enrollment, and PSS PIN number (an identifier assigned by the QED list[3] or the Bureau of the Census). Within each stratum, private schools were systematically selected using a probability proportionate to the square root of the 1990–91 PSS number of teachers in the school.

To improve private school coverage, an area frame of schools was developed in 1990–91 consisting of 123 sampling units (PSUs) selected with probability proportional to the square root of the PSU population. The PSUs, each of which consisted of a county or group of counties, were stratified by Census geographic region (Northeast, Midwest, South, and West), metro/nonmetro status, and high or low percent of enrollment in private schools.

Within each PSU, a telephone search was conducted to find all in-scope private schools. Sources included yellow pages, religious institutions (except for Roman Catholic religious institutions, because the National Catholic Education Association provides a complete list of parochial Catholic schools), local education agencies, chambers of commerce, and local government offices. All schools that provided instruction in any of grades 1–12 and not exclusively in the home and that had a normal school day of at least 4 hours in length were eligible to be selected for the area sample.

Of the 355 schools found in the area frame, 197 were in counties selected with certainty, and were included as part of the list frame before sampling. Fourteen of these schools were selected for the 1993–94 SASS. The remaining 158 schools in the area frame were all included in the sample.

The private school sample was designed to support estimates at the national and association level. The association groups for private schools were determined by the school's association or affiliation group listed on the 1991–92 Private School Survey (the frame). The association groups were determined in the following order:

1) Military—membership in the Association of American Military Colleges and Schools;

2) Catholic—affiliation as Catholic or membership in the National Catholic Education Association or the Jesuit Secondary Education Association;

3) Friends—affiliation as Friends or membership in the Friends Council on Education;

4) Episcopal—affiliation as Episcopal or membership in the National Association of Episcopal Schools association;

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[3] A list of all the nation's public and private parochial and nonparochial schools, compiled by Quality Education Data, Inc. (QED) of Denver, Colorado.

5) Hebrew Day—membership in the National Society for Hebrew Day Schools association;

6) Solomon Schechter—membership in the Solomon Schechter Day Schools association;

7) other Jewish—other Jewish affiliation;

8) Missouri Synod—membership in the Lutheran Church, Missouri Synod school association;

9) Wisconsin Synod—membership in the Evangelical Lutheran Church, Wisconsin Synod school association or affiliation as Evangelical Lutheran, Wisconsin Synod;

10) Evangelical Lutheran—membership in the Association of Evangelical Lutheran Churches school association or affiliation as Evangelical Lutheran Church in America;

11) other Lutheran—other Lutheran affiliation;

12) Seventh-Day Adventist—affiliation as Seventh-Day Adventist or membership in the General Conference of Seventh-Day Adventist;

13) Christian Schools International—membership in Christian Schools International;

14) Association of Christian Schools international—membership in the Association of Christian Schools International;

15) National Association of Private Schools for Exceptional Children—membership in the National Association of Private Schools for Exceptional Children;

16) Montessori—membership in the American Montessori Society or other Montessori associations;

17) National Association of Independent Schools—member of the National Association of Independent Schools;

18) National Independent Private School Association—member of the National Independent Private School Association; and

19) all else—member of any other association specified in the PSS or affiliated with a group not listed above or not a member of any association.

Comparisons between public and private schools are possible only at the national and regional levels, because private schools are selected for sampling by association groups and not by geographic location, such as state.

Selection of LEAs

All LEAs that had at least one school selected for the school sample were included in the LEA sample for the TDS Survey. Some LEAs do not operate schools, but hire teachers who teach in schools for other LEAs. To ensure representation of these teachers, a sample of 109 LEAs without eligible schools was selected. Only 5 of the 109 were actually in scope (that is, were an operating public school agency that reported hiring teachers). All LEAs in Delaware, Nevada, and West Virginia were included to reduce high standard errors in these states. The total LEA sample was 5,464.

Selection of Teachers

All 56,736 public and 11,548 private school teachers in the teacher samples were selected from the sampled public and private schools. For public schools, the average number of teachers selected per school varied by wave of data collection. Teachers were selected in three waves in order to prevent the straggling teacher listing forms from delaying the teacher sampling process. At the end of the first wave, due to a higher than expected listing form response rate, the projected total sample size was running higher than expected. To compensate, the average number of sample teachers per school was lowered for subsequent waves of teacher sampling. In the first wave, the average number of teachers for public elementary, secondary, and combined schools were 3.64, 7.28, and 5.46, respectively. In the second wave, these numbers were lowered to 3.1, 6.1, and 4.6. The average number of teachers selected in private schools were 4, 5, and 3 teachers for elementary, secondary, and combined schools, respectively.

Each sample school provided a list that included all full- and part-time teachers, itinerant teachers, and long-term substitutes. Within each school, teachers were stratified into one of five teacher types in the following hierarchical order: 1) Asian or Pacific Islander; 2) American Indian, Aleut, or Eskimo; 3) bilingual/ESL; 4) new teachers (those who were in their first, second, or third year of teaching); and 5) experienced teachers.

Within each teacher stratum, elementary teachers were sorted into general elementary, special education, and "other" categories; and secondary teachers were sorted into mathematics, science, English, social studies, vocational education, and "other" categories. When combined schools had both elementary and secondary teachers, the teachers were sorted by grade level/primary field of teaching.

Within each school and teacher stratum, teachers were selected systematically with equal probability. New teachers were oversampled in private schools, but oversampling in public schools was not necessary. A total of 68,284 teachers were designated for selection. The numbers in the strata were as follows: 1,735 Asian or Pacific Islander teachers; 1,661 American Indian, Aleut, or Eskimo teachers; 2,118 bilingual teachers; 6,981 new teachers; and 55,789 experienced teachers. Teachers were allocated to schools on the basis of the school's weighted measure of size over all schools in the school stratum.

Changes in the SASS Design from 1990–91 to 1993–94

Based on an evaluation of the 1990–91 SASS, the following changes were made in the 1993–94 sample design:

- The 1991–92 Private School Survey (PSS) was used as a sampling frame for private schools. Private school stratum definitions were based on the 1991–92 PSS school reports of association and membership.
- Private school weights were adjusted so that 1993–94 SASS school totals would agree with 1993–94 PSS school totals.
- The private sector sample was reallocated to publish estimates for one additional association, for a total of 19 associations.
- A library/librarian survey was initiated, as well as a student administrative record survey.[4]
- The cutoff for Native American Schools was changed to an enrollment greater than 19.5 percent rather than 25 percent.
- All eligible BIA schools were included in the sample.
- Computer-assisted telephone interview (CATI) facilities were used extensively for the nonresponse follow-up of the teacher survey, librarian survey, library survey, public school survey, and administrator survey.
- Entire teacher lists from sample schools were keyed, not only teachers selected.
- Administrators who also taught were eligible for the teacher sample and received an administrator questionnaire.

Several changes made to the SASS sample design between 1988 and 1991 affect comparisons between 1988 and 1994 SASS data. The changes included: switching the public school sampling frame from QED to CCD; adjusting the estimated number of teachers from the teacher file to the estimated number of teachers from the school file; and imputing for missing data on the administrator and teacher files. These changes are discussed in more detail in other NCES documents.[5]

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[4] Data from these surveys are not included in this report.

[5] For a detailed description of the sample design and the differences between the designs in 1987–88 and 1990–91, see U.S. Department of Education, National Center for Education Statistics, Steven Kaufman and Hertz Huang, *1991 Schools and Staffing Survey: Sample Design and Estimation*, NCES 93-449; Abramson et al., 1993–94 *Schools and Staffing Survey User's Manual*, forthcoming.

DATA COLLECTION PROCEDURES

The data were collected for the National Center for Education Statistics (NCES) by the U.S. Bureau of the Census. Questionnaires were mailed to school districts and administrators in December 1993 and to schools and teachers in January and February 1994.[6] Six weeks later, a second questionnaire was sent to each nonrespondent. A telephone followup of nonrespondents was conducted between March and June.

WEIGHTING[7]

Weights of the sample units were developed to produce national and state estimates for public schools, teachers, administrators, and LEAs. The private-sector data were weighted to produce national estimates and affiliation group estimates for the 19 groups identified above. The basic weights were the inverse of the probability of selection, and were adjusted for nonresponse and to adjust the sample totals (based on responding, nonresponding, and out-of-scope cases) to the frame totals in order to reduce sampling variability. Weights for private schools included an adjustment factor which equalized their estimates with those from the 1993–94 Private School Survey. For teachers, the weight adjusted the estimated number of teachers on the school file to match the teacher count on the teacher file. Weights for the library and student surveys were more complicated.

STANDARD ERRORS

The estimates in the tables in this report are based on samples and are subject to sampling variability. Standard errors were estimated using a bootstrap variance procedure that incorporates the design features of this complex sample survey.[8] The standard errors indicate the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other possible systematic error. Standard errors for selected tables are included in Appendix B. In addition, standard errors for all estimates produced for this report are available upon request from the Schools and Staffing Survey staff at NCES.

ACCURACY OF ESTIMATES

The accuracy of any statistic is determined by the joint effects of nonsampling and sampling errors. Both types of error affect the estimates presented in this report.[9]

Nonsampling error. Both universe and sample surveys are subject to nonsampling errors, which are difficult to estimate. Nonsampling errors are of two kinds—nonobservation error and measurement error.

Nonobservation error may be due to noncoverage, which occurs when members of the population of interest are excluded from the sampling frame, and therefore are not included in the survey sample. Nonobservation error also occurs when sampled units (for example, schools, teachers, or students) refuse to answer some or all of the survey questions. These types of errors are referred to as questionnaire or unit nonresponse (where the entire questionnaire is missing) and item nonresponse (where only some items of the questionnaire are missing). Weighting procedures (for units) and imputation procedures (for items) were used to compensate for nonresponse.

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[6] Copies of the questionnaires may be obtained by writing to Schools and Staffing Survey at the address given in chapter 1.

[7] For a detailed description of the weighting processes, see Abramson et al., 69–89.

[8] More information about bootstrap variance methodology and applying it to SASS can be found in the following publications: B. Efron, "The Jackknife, the Bootstrap and other Resampling Plans," SIAM No. 38, 1982; S. Kaufman, "Balanced Half-sample Replication with Aggregation Units," ASA 1992 Survey Research Proceedings, Alexandria, VA, 1992; S. Kaufman, "A Bootstrap Variance Estimator for the Schools and Staffing Survey," ASA 1993 Survey Research Proceedings, 1993; R.R. Sitter, *Comparing Three Bootstrap Methods for Survey Data, Technical Report Series of the Laboratory for Research in Statistics and Probability* (Carleton University, 1990).

[9] See U.S. Department of Education, National Center for Education Statistics, *Quality Profile for SASS: Aspects of the Quality of Data in the Schools and Staffing Surveys* NCES 94-340 (SASS) (Washington, DC: 1994) for detailed information regarding the quality of the SASS data.

Measurement error occurs when mistakes are made when data are edited, coded, or entered into computers (processing errors), when the responses that subjects provide differ from the "true" responses (response errors), and when measurement instruments such as tests or questionnaires fail to measure the characteristics they are intended to measure. Sources of response errors include differences in the ways that respondents interpret questions, faulty respondent memory, and mistakes that respondents make when recording their answers. Because estimating the magnitude of these various types of nonsampling errors would require special experiments, access to independent data, or re-interviewing of respondents, information on these magnitudes is seldom available.

Sampling error. Sampling error occurs when members of a population are selected (sampled), and only sample members respond to survey questions. Estimates that are based on a sample will differ somewhat from the data that would have been obtained if a complete census of the relevant population had been taken using the same survey instruments, instructions, and procedures. The estimated standard error of a statistic is a measure of the variation due to sampling and can be used to examine the precision obtained in a particular sample.

The standard errors of statistics that are discussed in the text of this report and other selected standard errors are provided in Appendix B. Some of the estimates shown in the tables of this report may have large standard errors. For example, cells with small sample sizes tend to have large standard errors. Therefore, numbers that are in the tables but are not presented in the text should be interpreted with caution. Standard errors of all estimates that have been reported in the tables and figures are available from NCES.

RESPONSE RATES AND IMPUTATION

The final weighted questionnaire response rates are reported in Table C1 below.

Table C1—Weighted SASS questionnaire response rates: 1993–94

	Public	Private
Teacher Demand and Shortage	93.9	—
Administrator	96.6	87.6
School	92.3	83.2
Teacher*	88.2	80.2

—Not applicable.

*The response rates for public school teachers do not include the 5 percent of the public schools that did not provide teacher lists, and the response rates for private school teachers do not include the 9 percent of the private schools that did not provide teacher lists. The effective response rate (calculated by multiplying together the teacher list rate and the response rate) was 84.7 percent for public schools/teachers and 72.9 percent for private schools/teachers.

Table C2 below summarizes the item-response rates. These rates are unweighted, and do not reflect additional response loss due to complete questionnaire refusal.

Table C2—Range of SASS item response rates, percentage of items with a response rate of 90 percent or more, percent of items with a response rate of less than 75 percent, and items with a response rate of less than 75 percent, by survey: 1993–94

Survey	Range of item-response rates	Percent of items with a response rate of 90% or more	Percent of items with a response rate of less than 75%	Items with a response rate of less than 75%
LEA Survey (Public)	67–100%	91%	1%	26c(2)
Administrator Survey				
Public	65–100%	92%	4%	14b(1.1), 14b(2.1), 14b(4.1), 14b(5.1), 14b(7.1), 14b(8.1)
Private	55–100%	90%	6%	14b(1.1), 14b(2.1), 14b(4.1), 14b(5.1), 14b(8.1), 21a, 21c, 28b
School Survey				
Public	83–100%	83%	0%	None
Private	61–100%	77%	3%	31c(2), 31c(5–9)
Teacher Survey				
Public	71–100%	91%	0%	41c
Private	69–100%	89%	1%	39, 51c, 55

Values were imputed for items with missing data by 1) using data from other items on the questionnaire or a related component of the SASS (a school record to impute district data, for example); 2) extracting data from the sample file, such as the CCD or PSS; or 3) extracting data from a respondent with similar characteristics.[10]

STATISTICAL PROCEDURES

The comparisons in the text have been tested for statistical significance to ensure that the differences are larger than might be expected due to sampling variation. These statistical tests were based on the Student's *t* statistic. Generally, whether a difference is considered significant is determined by calculating a *t* value for the difference between a pair of means, or proportions, and comparing this value to published tables of values at certain critical levels, called alpha levels. The alpha level is an a priori statement of the probability of inferring that a difference exists when, in fact, it does not.

In order to make proper inferences and interpretations from the statistics, several points must be kept in mind. First, comparisons resulting in large *t* statistics may appear to merit special note. However, this is not always the case, because the size of the *t* statistic depends not only on the observed differences in means or the percentages being compared, but also on the standard error of the difference. Thus, a small difference between two groups with a much smaller standard error could result in a large t statistic, but this small difference is not necessarily noteworthy. Second, when multiple statistical comparisons are made on the same data, it becomes increasingly likely that an indication of a population difference is erroneous. Even when there is no difference in the population, at an alpha level of .05, there is still a 5 percent chance of concluding that an observed t value representing one comparison in the sample is large enough to be statistically significant. As the number of comparisons increases, so does the risk of making such an error in inference.

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[10] For a detailed description of the imputation procedures, see Abramson et al., 94–144.

To guard against errors of inference based upon multiple comparisons, the Bonferroni procedure to correct significance tests for multiple contrasts was used. This method corrects the significance (or alpha) level for the total number of contrasts made with a particular classification variable. For each classification variable, there are (K*(K-1)/2) possible contrasts (or nonredundant pairwise comparisons), where K is the number of categories. For example, because race–ethnicity has five categories (black, non-Hispanic; white, non-Hispanic; Hispanic; Asian and Pacific Islander; and Native American), K = 5; and there are (5*2)/2 = 5 possible comparisons among the categories. The Bonferroni procedure divides the alpha level for a single t test (for example, .05) by the number of possible pairwise comparisons in order to provide a new alpha that is corrected for the fact that multiple contrasts are being made.

The formula used to compute the t statistic was as follows:

$$t = \frac{P_1 - P_2}{\sqrt{se_1^2 + se_2^2}}$$

where P_1 and P_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When the estimates were not independent (for example, when comparing the percentages of students in different age groups), a covariance term was added to the denominator of the t-test formula. Because the actual covariance terms were not known, it was assumed that the estimates were perfectly negatively correlated. Consequently, $2*(se_1*se_2)$ was added to the denominator of the t-test formula.

Standard errors for selected tables are presented in Appendix B, and all other standard errors are available from NCES upon request. The standard errors were calculated using the REPTAB program developed by MPR Associates, which uses a Balanced Repeated Replications method to calculate standard errors based upon complex survey designs. A version of this program is available from NCES upon request. The standard errors reported take into account the complex sample design; they are generally higher than standard errors calculated under the assumptions of simple random sampling.

VARIABLE DEFINITIONS

Public School District

A public school district (or LEA) was defined as a government agency administratively responsible for providing public elementary and/or secondary instruction and educational support services. The agency or administrative unit was required to operate under a public board of education. Districts that did not operate schools but that hired teachers were included. A district was considered out of scope if it did not employ elementary or secondary teachers of any kind, including special education and itinerant teachers.

Public and Private Schools

A public school was defined as an institution that provides educational services for at least one of grades 1–12 (or comparable ungraded), has one or more teachers to give instruction, is located in one or more buildings, receives public funds as primary support, has an assigned administrator, and is operated by an education agency. Schools in juvenile detention centers and schools located on military bases and operated by the Department of Defense were included.

A private school was defined as a school not in the public system that provides instruction for any of grades 1–12 where the instruction was not given exclusively in a private home. If it could not be determined whether or not it operated in a private home, the school had to have at least 10 students or more than one teacher. Schools that taught only prekindergarten, kindergarten, or adult education were not included.

Teachers

For the purposes of SASS, a teacher was any full- or part-time teacher whose primary assignment was to teach in any of grades K–12. Part-time teachers were those who reported working less than full time as a teacher at their school. Itinerant teachers and long-term substitutes who were filling the role of a regular teacher on an indefinite basis were also included. An itinerant teacher was defined as a teacher who taught at more than one school. Beginning in 1993–94, anyone in the school who taught grades K-12 but whose primary assignment was something else (e.g., a principal) was also defined to be a teacher. The following individuals were not considered teachers: short-term substitutes, student teachers, nonteaching specialists (such as guidance counselors, librarians, nurses, or psychologists), administrators, teacher aides, or other professional or support staff.

Teachers were classified as elementary or secondary on the basis of the grades they taught rather than the schools in which they taught. An elementary school teacher was one who, when asked for the grades taught, checked:

- Only "ungraded" and was designated as an elementary teacher on the list of teachers provided by the school; or
- 6th grade or lower, or "ungraded" and no grade higher than 6th; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 7th and 8th grades only, and reported a primary assignment of prekindergarten, kindergarten, or general elementary; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as an elementary teacher on the list of teachers provided by the school.

A secondary school teacher was one who, when asked for the grades taught, checked:

- "Ungraded" and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, and reported a primary assignment other than prekindergarten, kindergarten, or general elementary; or
- 9th grade or higher, or 9th grade or higher and "ungraded"; or
- 7th and 8th grades only, and reported a primary assignment other than prekindergarten, kindergarten, general elementary, or special education; or
- 7th and 8th grades only, and reported a primary assignment of special education and was designated as a secondary teacher on the list of teachers provided by the school; or
- 6th grade or lower and 7th grade or higher, or 7th and 8th grades only, and was not categorized above as either elementary or secondary.

Teacher Satisfaction Indices

In Question 47 of the 1993–94 Teacher Questionnaire, teachers were presented with 25 statements related to various aspects of their schools. They could answer that they "strongly agreed," "somewhat agreed," "somewhat disagreed," or "strongly disagreed" with each statement. Twenty-three of these statements were identical to statements that were included in Question 29 of the 1987–88 SASS Teacher Questionnaire. A factor analysis determined that the 1993–94 responses fell into the same clusters that the 1987–88 responses had. The items and their 1993–94 rotated factor loadings are listed below by cluster. Items with an asterisk were reverse coded so that more positive responses corresponded to larger numbers for all questions.

Administrative Support and Leadership

a. Teachers in this school are evaluated fairly (.580).

b. The principal lets staff members know what is expected of them (.768).

c. The school administration's behavior toward the staff is supportive and encouraging (.759).

d. Teachers participate in making most of the important educational decisions in this school (.476).

e. The principal does a poor job of getting resources for this school* (.543).

f. My principal talks with me frequently about my instructional practices (.510).

g. The principal knows what kind of school he/she wants and has communicated it to the staff (.701).

h. In this school, staff members are recognized for a job well done (.650).

i. Goals and priorities for the school are clear (.515).

Buffering and Enforcement of Rules

a. The level of student misbehavior in this school interferes with my teaching* (.584).

b. I receive a great deal of support from parents for the work I do (.352).

c. My principal enforces school rules for student conduct and backs me up when I need it (.261).

d. I have to follow rules in this school that conflict with my best professional judgment* (.318).

e. The amount of student tardiness and class cutting in my school interferes with my teaching* (.567).

f. I sometimes feel it is a waste of time to try to do my best as a teacher*(-.399).

Cooperation among Staff

a. Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes (.463).

b. Most of my colleagues share my beliefs and values about what the central mission of the school should be (.557).

c. There is a great deal of cooperative effort among staff members (.519).

d. I make a conscious effort to coordinate the content of my courses with that of other teachers (.369).

Adequacy of Resources

a. I am satisfied with my teaching salary (.372).

b. Necessary materials (e.g., textbooks, supplies, copy machine) are available as needed by the staff (.379).

c. Routine duties and paperwork interfere with my job of teaching* (.342).

d. I am satisfied with my class sizes (.396).

Community Type

Community type was derived from the seven-category "urbanicity" code (locale) developed by Johnson.[11] The locale code was based on the school's mailing address matched to Bureau of the Census data files containing population density data, Standard Metropolitan Statistical Area (SMSA) codes, and a Census code defining urban and rural areas. This code, also used in the 1990–91 SASS Statistical Profile, is believed to provide a more accurate description of the community than the respondent's reported community type used in the analyses of the 1987–88 SASS and 1989–90 TFS. For this report, the locale codes were aggregated into three community types.

Central city

A large central city (a central city of an SMSA with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 per square mile) or a mid-size central city (a central city of an SMSA, but not designated as a large central city).

Urban fringe/large town

Urban fringe of a large or mid-size city (a place within an SMSA of a large or mid-size central city and defined as urban by the U.S. Bureau of the Census) or a large town (a place not within an SMSA, but with a population greater than or equal to 25,000 and defined as urban by the U.S. Bureau of the Census).

Rural/small town

Rural area (a place with a population of less than 2,500 and defined as rural by the U.S. Bureau of the Census) or a small town (a place not within an SMSA, with a population of less than 25,000, but greater than or equal to 2,500, and defined as urban by the U.S. Bureau of the Census).

School Level

Elementary

A school that had grade 6 or lower, or "ungraded" and no grade higher than the 8th.

Secondary

A school that had no grade lower than the 7th, or "ungraded" and had grade 7 or higher.

Combined

A school that had grades higher than the 8th and lower than the 7th.

Minority Enrollment

Less than 20%

Less than 20 percent of the students were American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); Black (not of Hispanic origin).

20% or more

20 percent or more of the students were minority (as defined above).

School Size

Less than 150, etc.

Size categories were based on the number of students (in head count) who were enrolled in grades K–12 in the school on or about October 1, 1990 (as reported in Item 1 on the School Questionnaire).

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[11] U.S. Department of Education, National Center for Education Statistics, Johnson, *Assigning Type of Locale Codes to the 1987–88 CCD Public School Universe*, Technical Report, Data Series: SP-CCD-87188-7.4, CS 89-194 (Washington, D.C.: 1989); F. Johnson, "Comparisons of School Locale Setting: Self-Reported Versus Assigned" Working Paper No. 94-101 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics, 1994).

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Region

Northeast

Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania.

Midwest

Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas.

South

Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, Texas.

West

Montana, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, Hawaii.

District Size

Less than 1,000, etc.

Size categories were based on the number of students (in head count) who were enrolled in the district on or about October 1, 1987 (as reported in Item 1 on the Teacher Demand and Shortage Questionnaire).

Minority Teachers

Less than 10%

Less than 10 percent of the teachers in the district were American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic, regardless of race (Mexican, Puerto Rican, Cuban, Central or South American, or other culture or origin); Black (not of Hispanic origin).

10 % or more

10 percent or more of the teachers were minority (as defined above).

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